

INSPECTION REPORT

FRAMPTON COTTERELL CofE PRIMARY SCHOOL

Frampton Cotterell, Bristol

LEA area: South Gloucestershire

Unique reference number: 109160

Headteacher: Mrs Bonnie Murley

Lead inspector: Mr Peter Sandall

Dates of inspection: 13th – 16th June 2005

Inspection number: 266846

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	312
School address:	Rectory Road Frampton Cotterell Bristol
Postcode:	BS36 2BT
Telephone number:	01454 867205
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sandie Lush
Date of previous inspection:	8 th March 1999

CHARACTERISTICS OF THE SCHOOL

Frampton Cotterell CofE Primary School is larger than the average primary school and serves the village of Frampton Cotterell, north-east of Bristol. Almost all pupils come from the village, and parents and governors regard the school as being an integral part of the local community. There are slightly more boys than girls on the school's current roll of 312 pupils, nearly all of whom are of white, British descent. There are no pupils with English as an additional language. The catchment area is predominantly private housing, and the school's socio-economic profile is above average, as is pupils' attainment on entry overall. The percentage of pupils identified as being entitled to a free school meal is very low when compared to the national average. The proportion of pupils with special educational needs is also below average, as is the percentage of pupils with a statement of special educational needs. The numbers on roll have remained static for the past five years, and the school is often over-subscribed, with pressure to admit extra pupils to most year groups. Most pupils joining the school remain in it until it is time to move to another school. The school achieved both the Basic Skills Quality Mark and the Healthy Schools Award in 2005. An out-of-school care and recreation scheme uses part of the school premises.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25771	Mr Peter Sandall	Lead inspector	Mathematics Art and design Design and technology Music Physical education
19693	Mrs Sally Hall	Lay inspector	
20846	Mr Alan Wilson	Team inspector	English Information and communication technology Personal, social and health education Special education needs English as an additional language
19302	Mrs Chris Perrett	Team inspector	Science Geography History Religious education The Foundation Stage curriculum

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8-11
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11-15
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15-17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18-30
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Frampton Cotterell is an effective school which gives good value for money. The pupils achieve well and reach standards that are well above average overall, due to good teaching in a very good climate for effective learning. Leadership and management are good and there is a clear understanding of where improvement is needed and a determination to ensure this takes place.

The school's main strengths and weaknesses are:

- The headteacher, senior staff and governors provide good leadership and management, although the deputy headteacher undertakes too few major responsibilities.
- The quality of teaching is good overall.
- Pupils' moral and social development is very good, as are attitudes and behaviour.
- The quality of pupils' writing does not match their attainment in other subjects.
- There are very good links with parents, the community and other schools and colleges.
- Good marking systems are not used consistently so that pupils are aware of what they need to do to improve.
- A good curriculum includes very good opportunities for enrichment.

The school has made satisfactory improvement overall since the previous inspection in 1999. Standards have remained broadly similar, as has pupils' achievement, although mathematics is now stronger and English, particularly writing, not as good. While there were no key issues at the last inspection, areas for development indicated in the last report have been mostly satisfactorily addressed, with the exception of ensuring a consistent approach to assessing pupils' work through marking.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	A	C	E
Mathematics	A	A	A	B
Science	B	B	A	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 is good. Children start in the reception year with a range of abilities, but their attainment on entry is above average, overall. They make good progress, and most children are in line to exceed the expected goals in the six areas of learning¹, with particular strengths in their personal, social and emotional development. By the end of Year 2, pupils reach above average standards in reading, writing and mathematics, indicating satisfactory achievement. Their progress has been affected by unavoidable staffing difficulties which affected the quality of teaching and learning. The school is currently addressing this decline. By the end of Year 6, standards are above average in English and well above average in mathematics and science, and pupils achieve well overall. Progress is faster in Years 3 to 6 because the quality of teaching is better, overall. The underachievement last year in English at Year 6 was due to teaching and learning issues which the school has addressed. The school's trend of improvement, as measured by national tests, is below the national trend at both Year 2 and Year 6. Results, while generally consistently better than the national average, are not as far above average as they were five years ago, although inspection evidence indicates an improvement this year. Provision for personal, social and health education and citizenship is very good throughout the school.

¹ The six areas of learning are: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Pupils show very good personal qualities, and their spiritual, moral, social and cultural development is also very good. They have positive attitudes to school and to each other and very good relationships with adults. This, allied to very good behaviour, contributes to a high quality ethos and environment for learning. Attendance is very good, but punctuality is unsatisfactory, with a high proportion of pupils arriving a few minutes late each morning.

QUALITY OF EDUCATION

The school provides a good quality of education and the quality of teaching and learning is good overall. Teaching is good in the Foundation Stage, and good in Years 3 to 6, although not consistently so. It is satisfactory overall in Years 1 and 2, due to the staffing difficulties which have led to frequent changes of teacher for pupils in Year 2. Pupils are enthusiastic learners and respond very positively to challenges. Teachers have high expectations of good behaviour, which are generally met very well, and these make a strong contribution to the lessons having a positive working atmosphere. However, teachers do not always demand a high enough standard, particularly in writing and the presentation of work. A good marking policy involves the pupils in assessing for themselves how well they have done, with a response from the teacher, but is not used consistently. This, as well as a lack of clear targets for the next step in learning, limits the progress of some pupils. Pupils with special educational needs make good progress, as they have clear targets and are supported well by skilled support staff. Pupils identified by the school as gifted or talented also make good progress, as teachers make good provision for them in lessons and the school provides extra challenges where this is possible.

A broad and interesting curriculum is enriched very effectively through pupils' participation in sporting and other activities and a range of visits, which also contribute to very good community links. Pupils are safe and cared for well, and have good opportunities through the school council to influence change. There are very good links with parents and with other schools, all of which contribute positively to pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher has a clear vision for the school and works hard to achieve this. Her recently appointed senior leadership team offers effective and enthusiastic support, although the deputy headteacher's input is currently insufficient. Teamwork is good throughout the school. Management is effective and well focused on key areas. Governors have a good understanding of the school's operation and work well together to support new developments. All statutory requirements are met. Financial management is very good and closely linked to priorities for improving the quality of education.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents attending the meeting, as well as the great majority returning questionnaires, were positive about the school and were satisfied with their children's education, and inspectors generally endorse these views. Pupils' questionnaires showed no specific concerns and discussions with pupils, both before and during the inspection, confirm that they enjoy learning and think they are at a good school where they have good relationships with the staff and other pupils.

IMPROVEMENTS NEEDED

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

- ensure the deputy headteacher is involved more effectively in a leadership role;
- raise expectations of the quality of pupils' writing in all subjects;
- apply the effective marking strategy consistently and use it to set clear, short-term targets for improvement which are shared with the pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall, being good in the Foundation Stage, satisfactory in Years 1 and 2, and good in Years 3 to 6. Pupils reach above average standards in English by Year 6, and standards that are well above average in mathematics and science.

Main strengths and weaknesses

- Standards in mathematics are well above average by Year 6 and are above those achieved by similar schools.
- Standards in writing, while above average, are not as high as in previous years.
- Pupils have very good speaking and listening skills.
- Pupils' achievement in Years 1 and 2 has been affected by staffing issues.
- Standards in science are well above average by Year 6 and are comparable to those achieved by similar schools.

Commentary

1. Children enter the Foundation Stage with levels of attainment which are above the average found nationally. Due to good teaching and the contribution of support staff, the children build effectively on their skills and knowledge and make good progress. Almost all will exceed the expected learning goals in the six areas of learning. The ethos of the school particularly supports their achievement in personal, social and emotional development, and their knowledge and understanding of the world is effectively reinforced by the experiences they are offered, as is their physical development.
2. The pupils' recent results in national tests in reading, writing and mathematics in Year 2 over the past few years, while fluctuating from year to year, have generally been above the national average and similar to those attained by pupils in schools that have a similar proportion of pupils entitled to a free school meal. Results in 2004 improved on the previous year in all three subjects, which is particularly positive as staffing problems beyond the school's control affected the continuity of education for some pupils. While some of these staffing issues continued into the current year, standards have either been maintained or, in the case of mathematics and science, improved. Because many pupils enter Year 1 with above average standards for their age, pupils are making satisfactory progress overall.

Standards in national tests at the end of Year 2 – average point scores² in 2004

Standards in:	School results	National results
Reading	16.3 (15.8)	15.8 (15.7)
Writing	15.6 (14.9)	14.6 (14.6)
Mathematics	17.2 (16.7)	16.2 (16.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year.

3. Standards in national tests at Year 6 have been consistently well above the national average in mathematics over the last four years, and this standard is being maintained by the pupils currently in Year 6; indicating good achievement. There is a similar picture in science, and, although results here have tended to fluctuate between above and well above the national

² **Average Point Scores.** The average point scores 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.

average, the standards attained by pupils currently in Year 6 are well above average. In both subjects, many pupils attain the higher Level 5, indicating that more able pupils in particular achieve well.

- The picture in English is more complicated. From 2001 to 2003, the results in national tests were comparable to those attained by the same pupils in mathematics and science, but in 2004 they were much lower. Although standards were similar to those achieved by pupils nationally, they were below those found in schools with a similar proportion of pupils entitled to a free school meal, and well below the attainment which was expected given these pupils' performance in the tests they took in Year 2. While results nationally went up slightly, the school's dropped considerably, as can be seen from the table below.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.3 (29.7)	26.9 (26.8)
Mathematics	29.2 (29.7)	27.0 (26.8)
Science	30.1 (29.9)	28.6 (28.6)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

- The school has taken effective action to analyse the problems and, as a result, standards have improved for the pupils currently in Year 6 and are now above average. This indicates that these particular pupils are achieving at least soundly and possibly well, as their performance in the tests at Year 2 four years ago was broadly average. Standards in speaking and listening, which have been a focus for the school, are well above average at both Year 2 and Year 6. The relatively weaker area is pupils' writing, not just in English lessons, but also in other subjects. Teachers' expectations of quality are not always high enough, and pupils themselves are not sufficiently aware of just what they need to do to improve.
- The school's trend of improvement over time is below the national trend at both Year 2 and Year 6. In both cases, this is largely because the school's results in the year 2000, from which the trend is measured, were exceptionally high; at Year 6 this was compounded by the relatively poor results in English last year. Improvements seen during the inspection indicate that the school is well placed to reverse this. Pupils with learning difficulties achieve well, due to the sharply focused individual support which they receive from teaching and support staff. The school identifies gifted and able pupils and supports them through both tasks, which extend them in lessons, and by taking advantage of opportunities offered by other agencies. As a result, these pupils also make good progress and are enthusiastic about the challenges they face.
- Standards in information and communication technology are above average at both Year 2 and Year 6. While the information and communication technology suite has an adequate number of computers, it is cramped and poorly ventilated; this, and a lack of resources for some aspects of the subject, limits further progress. Pupils attain standards in personal, social and health education that are well above those expected, where a good scheme of work is very well supported by both staff expectations and a wide range of opportunities for pupils to be fully engaged in the life and work of the school. Standards in art and design, and music, are above average by Year 6. Other subjects were sampled, so it is not possible to report on standards, but evidence seen suggests at least satisfactory achievement by the pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance is very good but punctuality is unsatisfactory. The provision for pupils' spiritual, moral social and cultural development is very good.

Main strengths and weaknesses

- Pupils love coming to school and absence rates are low.
- The school's very good provision for social development helps pupils become confident and mature.
- Pupils are very enthusiastic about their work and other activities.
- Pupils respond very well to the school's strong moral code.
- Too many parents fail to bring their children to school on time.
- Staff work hard to ensure that pupils are aware of the rich diversity other cultures.

Commentary

8. The judgements made in this area are similar to those found by the previous inspection. Attendance rates are very high when compared to similar schools. This is because the pupils enjoy school, really want to come and are usually only absent if they are ill. The school's very positive ethos has a beneficial impact on attendance rates. Most pupils arrive at school promptly and settle quickly to their work. However, on one morning during the inspection over 50 pupils arrived after the start of school, because their parents did not bring them on time, which not only affects their learning but has a potentially disruptive effect on the work of both teachers and other pupils.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.2
National data	5.1	National data	0.4

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

9. The school's provision for pupils' social development is very good and pupils are developing into mature and confident citizens. This starts in the reception class, where most children are on course to exceed the expected early learning goals in personal, social and emotional development by the end of the year. The school has established a very strong sense of community amongst staff, parents, governors and pupils, who are all rightly proud of what Frampton Cotterell has to offer. Boys and girls work very well together, whether in pairs or larger groups, and they play very sociably in the playground. Lunchtime is a very pleasant, social occasion and pupils chat and eat in a calm and friendly environment, with older pupils supporting the younger ones. The way in which any pupils with disabilities are thoughtfully included in playtime activities shows a natural and caring attitude which is a credit to the school. There are some very good opportunities for pupils to take responsibility, and team captains, members of school council, buddies, and litter pickers take their duties very seriously. School productions and residential visits enable pupils to develop their social skills through teamwork.
10. Many adults who work in school are skilled at developing the pupils' self esteem. They create an atmosphere where pupils are willing to contribute their ideas and persevere with challenging tasks without fear of failure or ridicule. Pupils are very keen to participate in this stimulating learning environment. They listen carefully, are eager to answer questions and work with sustained concentration. Their very good attitudes have a positive effect on their achievements. Pupils value the very good range of extra-curricular activities and the after-school clubs are well attended.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	302	4	
White – any other White background	3		
Mixed – White and Black Caribbean	5		
Mixed – any other mixed background	2		

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

11. The school's strong moral code works well because of the consistent and high expectations of good behaviour shared by all adults working in the school. Pupils respond very well to the system of rewards, and sanctions are rarely needed. Successes are celebrated through displays, in lessons and through assemblies. Pupils say that isolated incidents of anti-social behaviour are dealt with well, and if they have concerns can tell their teachers through a note in the 'worry box'. Last year there were four justified and effective fixed-term exclusions for outbursts of violent and disruptive behaviour.
12. The school successfully promotes mutual respect for others and the environment and staff are very good role models. Through class discussions, lessons and assemblies, pupils learn to value the feelings, cultures and beliefs of others. Pupils are very polite and courteous, opening doors for adults and being helpful in the classrooms. The school has been very successful in seeking out opportunities for pupils to have meaningful experiences of life in other cultures. For example, through linking with a school in Tanzania, pupils correspond with African pupils and think about the contrasts and similarities in their lifestyles. A project celebrating the achievements of minority ethnic people of Britain deepened the pupils' understanding of life in a multi-cultural society, as did experience of Indonesian dance and art work exploring the significance of Islamic decoration.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a good education. A very strong ethos supports learning effectively, as does a broad and interesting curriculum which includes exceptional opportunities for enrichment. Pupils are given a good level of support and guidance. Links with parents, other schools, and the local and wider community are very effective.

Teaching and learning

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

Main strengths and weaknesses

- Overall, teaching and learning are strongest in the Foundation Stage and Years 3 to 6.
- Good or very good lessons were seen in most classes.
- The setting of pupils by ability in Years 5 and 6 contributes to the learning of all.
- Teachers expect and obtain high standards of behaviour through providing interesting activities and encouraging their pupils.
- Pupils' acquisition of writing skills is limited by inconsistent expectations from teachers.
- Teachers and support staff ensure that all pupils are given equal opportunities to make progress.
- Pupils are encouraged to work independently and do so successfully.
- Assessment practice in the Foundation Stage is very good.
- Good tracking of pupils' progress could be used more effectively to support and encourage individual achievement.

Commentary

13. The quality of teaching and learning is very similar to that found at the previous inspection, suggesting that, while the school has successfully maintained standards in this key area, it has yet to improve them significantly. A structured programme of lesson observations by the senior leadership team, as well as the scrutiny of work in individual subjects, has identified and improved some individual practice. The greatest improvement is where there has been a specific whole-school focus, for example on encouraging pupils' speaking and listening skills. The school is a purposeful and well-ordered learning community in which teachers, teaching assistants, and pupils, play a positive part. This means it is in a good position to develop teaching and learning strategies further, because most pupils are enthusiastic learners who are keen to do their best.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10 (25%)	18 (45%)	11 (28%)	1 (3%)	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.

14. The good and very good lessons took place in most classes through the school. While this includes Years 1 and 2, teaching here was satisfactory overall, because only half the lessons seen were judged to be good or better, as opposed to almost three-quarters in the school as a whole. The scrutiny of pupils' books confirmed these judgements. Two of the three classes in these year groups have been subject to changes of teacher, and, despite the school's best efforts to ensure continuity of learning, it has had some effect on pupils' progress.
15. There is an appropriate focus on the key skills of literacy and numeracy, particularly in the lessons devoted specifically to these subjects. While this supports pupils in their mathematical learning, it is less effective in their written work. There are some missed opportunities to encourage different styles of writing in the context of other subjects, but the main area for improvement lies in the consistency and clarity of teachers' expectations. While there is evidence that many pupils can write with imagination and fluency, there are too many occasions where their writing lacks accuracy, for example, in the spelling of key scientific words. Poor presentation goes uncorrected and work remains unfinished. Nor is it always clear exactly which writing skills teachers are looking to promote through a specific task, limiting pupils' learning.
16. This illustrates one of the key issues the school needs to address. There is a thoughtful and well organised marking policy, which encourages pupils to assess their own work and then check their view against the teacher's marking, using common symbols and colours. Where this is used it is effective and pupils, particularly older ones, appreciate the insight it provides into the quality of their work. However, it is used only consistently by a minority of teachers. Teachers ensure that pupils understand what they are expected to be learning in specific lessons and often check their understanding at the end, which is good practice.
17. Teachers display group targets on pupils' tables, but there is little evidence of pupils being given clear, attainable, individual targets to improve their work. This contrasts with the provision for pupils with special educational needs, where the co-ordinator carries out very accurate tracking of pupils' progress in all aspects of their development. This enables teachers and support staff to provide clear, realistic targets with the result that pupils achieve well and sometimes very well. The school already has good tracking procedures for all its pupils, and knows the level of progress they are making year on year. Relating this to targets for individual improvement is the next step in building an effective assessment process. This practice is carried out very well in the reception classes, where staff keep clear records which ensure they know exactly how much progress children have made, and which steps they need to be encouraged to take next.
18. The grouping of pupils by ability for English and mathematics, across the three Years 5 and 6 classes, makes a significant contribution to the progress of all pupils, as teachers are able to

tailor the demands they make to the needs of the pupils. As a result, pupils of all abilities gain in confidence and make good strides in their learning. It is particularly helpful in mathematics, where the linear nature of learning makes it important that teachers build on pupils' existing knowledge and understanding. Teachers in these classes also make effective use of the interactive whiteboards to make learning more direct and visual, as well as interesting and engaging.

19. Throughout the school there is a very good focus on ensuring that all pupils are given equal opportunities to achieve to the best of their abilities. Tasks in most lessons are chosen well to extend pupils according to their needs. There is a good balance between effective support, where this is needed, and expectations which extend higher-attaining pupils. Teachers encourage pupils to discuss ideas and solutions together and then share them with the whole class. Pupils are also expected to work independently, and they settle to completing set tasks very well, with a minimum of fuss. Teachers make good use of the fact that most pupils are both articulate and confident to extend their learning.

The curriculum

The school provides a good curriculum to support pupils' academic and personal development, enriched by a very good range of additional activities, during and beyond the school day. There is a stable and committed group of experienced teachers, supported well by a strong team of teaching assistants. The accommodation and resources for learning are good.

Main strengths and weaknesses

- The support for pupils with special educational needs is very good.
- The provision for pupils' personal development, through extra-curricular activities and strong links with its associated secondary school, is very good.
- The gap between the teaching of units of work in history and geography is too long.

Commentary

20. The curriculum, which was judged to be satisfactory in the last inspection, is now good. This is because the school has continued to review its provision and to strengthen it through innovation. For example, teachers make imaginative use of short, sharply focused sessions for creating links between subjects, or to provide extended teaching where it is needed. These sessions are also used very well by teaching assistants to work closely with pupils with special educational needs on their individual education plans.
21. The school has successfully continued to strengthen links with its associated secondary school. This has led to the provision of specialist teaching in a number of subjects and the regular inclusion of Spanish on the timetable. It has also strengthened the school's range of out-of-school activities, supported by the efforts of the school's own teachers, who generously give their time to organise clubs and a wide range of sports activities. An area in need of review is the organisation of the curriculum for teaching history and geography. The current system leads to long gaps between one unit of work and the next, which interrupts continuity and slows pupils' achievement.
22. In spite of some staffing changes and extended absences in recent years, the governors and the headteacher have been successful in maintaining a team of experienced teachers committed to maintaining a strong, fully inclusive and well resourced curriculum. The school has also continued to build its strong team of support staff who combine very well with their teaching colleagues to provide help where it is most needed. There have been some notable improvements to the accommodation since the last inspection, including the addition of a secure outdoor play area, and additional wheelchair access. These include the provision of an information and communication technology suite, although this is both cramped and lacking in ventilation.

Care, guidance and support

The provision for pupils' health, safety, care and welfare is good. Provision for support, advice and guidance is good. The involvement of pupils, through seeking, valuing and acting on their views, is good.

Main strengths and weaknesses

- Staff show high levels of care and concern for the pupils' welfare.
 - The school provides very good support for pupils' personal development.
 - Pupils do not always receive enough information about how to improve their work.
 - The arrangements for the induction of children starting school are good.
 - The school values the views of pupils highly.
23. An ethos of mutual respect permeates many aspects of school life. Pupils form trusting relationships with adults working in the school, and this secure learning environment helps pupils become more confident. Teachers and support staff know and support the pupils well, and the bursar and headteacher are very supportive of families who are experiencing difficulties.
24. Staff and governors endeavour to provide a healthy and safe environment for the pupils, and the bursar is particularly vigilant concerning any potential risks to pupils' safety. Appropriate arrangements are in place for testing electrical equipment and dealing with emergencies. However, the school recognises the urgent need to complete risk assessments, both of the premises themselves and for local visits. The headteacher and two other members of staff have had relevant training in child protection and carry out their duties effectively. Staff are aware of the school's child protection policy and know to report any concerns to the co-ordinator. Two members of staff are fully qualified in first-aid and systems are clear and well organised. Staff write detailed records of treatments and parents are kept well informed. Provision for pupils' health and safety is better organised than it was at the time of the last inspection.
25. Teachers track the progress of the pupils' personal development well, celebrate their achievements, and make valuable comments in the pupils' annual reports. Although teachers encourage pupils in their lessons, not all of them make written comments about what pupils need to do to improve their work. Parents value the very good induction arrangements and feel that their children settle into school quickly. Through visits to the school, meetings and information, new pupils and their families are welcomed into school. A teaching assistant provides valuable support to pupils who join the school during the year.
26. Staff listen to pupils' opinions and take notice of their views. The members of the school council are keen to improve school life and have recently introduced a 'buddy' scheme and purchased some playground equipment. Pupils reflect on their own work and that of others at the end of lessons and make thoughtful comments about their achievements.

Partnership with parents, other schools and the community

The school's partnership with parents is very good. The links with the community and other schools are very good.

Main strengths and weaknesses

- The school welcomes parents and helps them to support their children's learning.
- Parents are given good information about how their children are getting on.
- Very good use of visits and visitors helps to bring topics to life.
- Valuable links with the secondary school help prepare pupils for the next stage of their education.

Commentary

27. There have been improvements in all aspects of this area of provision since the previous inspection. The school works hard to reach out to parents and encourages them to become involved in the life of the school. Through events, such as the numeracy week, parents gain an improving understanding of how their children learn, and receive good guidance about how to help their children at home. Nearly all parents feel that teachers are very approachable and are able to discuss any concerns with them at the end of the school day. The school surveys parents, for example, about the arrangements for parental consultations, and takes note of their views. The school is highly regarded in the local community and parental views of the school are very positive. The active 'Friends Association' works hard to raise funds and organise social events and parents provide valuable support in the classrooms and on visits.
28. The school has dealt with the parents' concerns about the format of pupils' annual reports which were raised at the time of the last inspection. Reports are now good and contain useful information about how well the pupils are doing and detailed information about how they can improve their work in mathematics and English. Twice-yearly consultations give parents very good opportunities to discuss how their children are getting on. Frequent newsletters provide parents with relevant and timely information about future events, but do not always celebrate the school's successes as well as they might. Parents receive valuable information about what their children will be studying each term. The prospectus and governors' annual report to parents are helpful documents and contain all the required information.
29. The school's very good links with the community enrich the curriculum and have a positive impact on pupils' personal development and academic achievement. For example, visits to the Bristol Old Vic theatre and the Wessex Water Education Centre, enable pupils to undertake exciting activities which deepen their knowledge of English and science. Visitors, such as a recycling team, and a storyteller, bring aspects of the wider world into the classroom and pupils think about others, for example, by singing to patients in hospital. Pupils learnt about the world of work through working alongside engineers in a science day.
30. Through close links with local playgroup, for example, where pre-school children attend the reception year play, new children are familiar with routines and quickly settle into school. The school is an active member of a strong academic council, and staff benefit from meeting with colleagues to share good practice in areas of the curriculum, as well as discussing a common approach to behaviour management. The school has taken full advantage of the expertise offered by the local secondary school with specialist status, with secondary teachers taking lessons in science and Spanish. The school makes good use of the secondary school sports facilities, and pupils who attend the secondary summer schools gain in confidence through their achievements. The transition projects started in primary school and completed at secondary school help to ensure that the transfer from one stage of education to the next is as smooth as possible.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher, well supported by some key staff, provides reflective leadership, and management is well organised and effective. Governance is also good.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and carries out her role effectively.
- The recently formed senior leadership team is beginning to make a significant contribution.
- The deputy headteacher's current contribution to leadership and management is limited.
- Strategic planning is very thorough and well targeted.
- Good involvement by the governing body supports the school in its work.
- There is a very strong and effective commitment to the needs of individual pupils.
- The school recognises and responds very well to issues as they arise.
- The development of staff and the school's contribution to training new teachers are very good.

- Financial management is very effectively linked to educational priorities.

Commentary

31. The headteacher and governors identify strongly with the school, work hard and are committed to its success. There is an effective partnership between the headteacher and the governing body. Governors are given a good level of information in a clear and accessible form and, as a result, have a clear understanding of the school's performance in its different aspects. This enables them to take important decisions and to monitor the effectiveness of these over time. There is a proper focus on raising standards in all aspects of pupils' education. Governors ensure that the school fulfils all its statutory duties.
32. The headteacher has made a positive transition from deputy to headteacher in the same school. She is very aware of where the school has strengths and of areas which need developing. There is a clear drive for improvement, exemplified by swift action to improve the quality of teaching in English following disappointing results in the 2004 tests at Year 6. At the same time, the school rightly celebrates its successes and strengths, such as the social attitudes and behaviour of the great majority of pupils.
33. The recent creation of a senior leadership team is starting to make a significant contribution to leadership and management overall. Those involved are very enthusiastic and are working hard on initiatives carefully chosen to enhance the quality of the pupils' education. The involvement of key teaching staff ensures all stages in the school are represented, and the team is further strengthened by the involvement of the bursar, who brings different but equally valuable insights and knowledge to bear on decision making. However, while the deputy headteacher is fully involved as part of this team, and carries out day-to-day duties effectively, he is currently not making the individual contribution to leadership and management initiatives which would be expected from someone in this important post.
34. The school has an effective system for planning future developments. Initiatives are chosen carefully, with a view to their impact on improving standards, and the process is shared by both governors and staff, with regular reviews to assess progress. There are well-organised systems to track pupils' achievement, although these could be used better to set targets for improvement. Very effective procedures ensure that both teaching and non-teaching staff have ready access to appropriate training, and the school supports initial teacher training very well, which is a credit to the leadership skills of all the staff involved.
35. There has been clear improvement in the leadership provided by the special educational needs co-ordinator since the last inspection, which is now very good. The co-ordinator also has responsibility for inclusion and this has enabled her to gain a detailed and accurate overview of the progress, strengths and weaknesses of all pupils. She puts this information to very purposeful effect by successfully combining with a special educational needs teacher, class teachers, and support staff, to provide sharply focused help where it is needed.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	714,927
Total expenditure	705,830
Expenditure per pupil	2,276

Balances (£)	
Balance from previous year	41,569
Balance carried forward to the next	50,656

36. Financial management is very good. The appointment of a full-time bursar means that financial information is clear and available and the finance sub-committee of the governing body benefits as a result. While the balance carried forward to the next year is slightly above the recommended five per cent, much of this is already appropriately targeted. The inclusion of the bursar on the senior leadership team ensures that future planning to raise the quality of education is firmly based on realistic costing. It also provides a very good training opportunity for other members of the team. The school is providing an effective education for its pupils

while spending per pupil is below the national average. The school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. The **good** provision reported at the time of the last inspection has been maintained. Children enter school in the September before their fifth birthday with a range of abilities that are above average for this age group overall. Nearly all the children have had some pre-school experience, and settle to school quickly after a good induction programme. While in the reception classes children achieve well as a result of good teaching and a very caring atmosphere, and, by the time they enter Year 1, their attainment in all the areas of learning is above average, except in their personal, social and emotional development, knowledge and understanding of the world and physical development, where it is well above average.
38. There is a good ratio of adults to children, ensuring that the needs of all the children are met effectively. All staff work together as a cohesive team, monitoring the children's progress, so that they have a very clear picture of each child's needs, and how far children have to progress in order to meet the required standards. The non-teaching staff are well trained, and make very valuable contributions to children's learning. The accommodation is good, and staff make good use of the new outside areas to enhance the learning undertaken indoors. This is an improvement since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the high expectations set by staff and the continuous reinforcement of rules.
- Every opportunity is taken to enhance children's development through all the areas of learning.
- The very caring atmosphere and supportive relationships ensure that children feel confident and happy.

Commentary

39. This area of learning is promoted very well indeed. The very good teamwork of the adults in all classes provides the children with a very effective model of co-operation, and promotes a calm and ordered approach to work. All staff have high expectations, and children develop positive attitudes to learning and enjoy coming to school. Children are polite and considerate to each other, and listen well. They move between activities sensibly, showing mature attitudes. Personal independence is developed well, through children being encouraged to make their own choices, and they work sensibly for extended periods, even when they are in groups that are not directly supervised. There are many opportunities for the children to work in pairs and small groups, which enhances their social and moral development. In one very good lesson, the children used role-play very effectively to explore the consequences that the use of unkind words has on others.
40. The quality of teaching is good. The teachers use questioning well to help the children look at situations from different points of view, and children are then encouraged to transfer this learning to their everyday behaviour. This area of learning is promoted effectively through all the other activities in which the children take part. For example, in a physical education lesson children took turns sensibly, and were very aware of right and wrong and the need to work as a team and not to cheat. Adults in all classes are good listeners, and treat each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to succeed. Children are achieving very well, and, by the end of the reception year, all will attain the level expected for their age, and most will attain well beyond this.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All adults take every opportunity to develop children's language skills, and children achieve well as a result.
- A good emphasis on the learning of sounds gives children a secure grounding for their reading and writing.

Commentary

41. Teaching and learning are good, and, as a result, children achieve well. Many opportunities are created to develop children's speaking and listening, through asking probing questions, and through the constant insistence that children listen to the contributions of others. For example, in one early morning session children engaged in a debate about the advantages or disadvantages of living in the wild or being a pet. Children organised their thoughts well and presented sensible arguments. All contributions were valued, enhancing children's confidence, and they responded well to this challenging task and listened attentively to their classmates. Children's listening and speaking skills develop very well, so that by the end of the reception year most children will attain well above the expected level.
42. All children can write their names unaided, and many children can write simple sentences with minimal help, for example, to describe the activity in which they are engaged. Most children know the importance of full stops and capital letters. Teachers constantly remind children of the class targets of 'finger spacing', and using 'proper sentences' when writing, so this becomes second nature to them. Children are taught how to form their letters to aid writing, and a few of the most able children write in a well-formed cursive hand when doing their handwriting practice. However, a few less confident children are at the stage of writing words that only they can read. There were examples of children's work around the room and in their books, which demonstrated that they write for a variety of purposes, and have a clear idea that writing carries meaning. Most children are starting to use their growing knowledge of letter sounds to write words correctly. Most children will attain beyond the expected level, demonstrating good achievement.
43. Early reading skills are taught very thoroughly. From the start of their school career, children take books home to share and great emphasis is placed on learning the sounds of letters. Children read to adults regularly. The most frequently used words in their reading books are practised and added to, so that everyone has a fast-growing vocabulary that they recognise with ease. Children are encouraged to look at pictures carefully to aid their understanding of the text and to use their knowledge of individual letter sounds to read new words. Most children understand the functions of 'title' and 'author' and know if a book contains fictional stories or information. Most children will attain beyond the expected goals by the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Planning covers an exciting variety of appropriate tasks.
- Teaching is good and all adults are fully involved.

Commentary

44. Teaching and learning are good. The teachers and support staff understand the needs of young children very well. Interesting and appropriate activities are planned that motivate and intrigue the children. The teachers constantly use a mixture of stimulating questions and remarks containing deliberate mistakes that extend and fascinate the children, so that they

listen hard and are alert for opportunities to show what they know. Activities are interesting and mostly practical, so that children learn through actual experience. They recognise repeating patterns, through a range of activities planned to accurately match the differing abilities within the class. For example, the lower-attaining children painted repeating patterns, using two colours, while the most able looked at a variety of more complex patterns, and were asked to describe why some were, and some were not, repeating patterns. Children have a good grasp of numbers to 20 at least, and counting and number recognition are reinforced well during the introductory parts of all lessons. By the end of the reception year, most children will attain beyond the expected level for children of their age and are achieving well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Imaginative planning ensures that children are developing enquiring minds.
- Visitors to school and trips to places of interest enhance the children's experience of the world about them.

Commentary

45. Children enjoy a wide range of experiences, which help them to investigate and understand many aspects of this wide area of learning. There is a good early emphasis on children discovering facts for themselves. For example, children used the school grounds to collect minibeasts in two contrasting habitats, and employed tally charts effectively to collate their findings. This initial investigation was enhanced by a visit from a local zoo, when tropical minibeasts were displayed, such as giant snails and centipedes. The sheer size of some of these creatures engendered a real sense of wonder and an appreciation of the diversity of creatures.
46. Children have regular access to computers and are making good progress in developing their early skills. Opportunities are given to use the mouse to create repeating patterns, using a paint program, and children are developing an awareness of the keyboard, as they type their names and simple sentences. Some children whose dexterity is not well developed find precise positioning of objects using the mouse difficult. The children use a range of photographs of themselves to develop an awareness of the passage of time, and learn about the main Christian festivals and some bible stories. Teaching and learning are good, and by the end of the year, children will attain beyond the expected level and have an unusually good ability to investigate and to apply their knowledge independently. Their achievement in this area is very good.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have regular physical education lessons during which they develop their skills well.
- There are many opportunities for children to develop control of a range of tools.

Commentary

47. The teachers plan interesting and appropriate activities that ensure that children show good levels of control when using small tools, such as paint and glue brushes, scissors and pencils, and their writing is becoming clear and legibly formed. The large majority attain beyond the expected level for their age. Children's control of larger movements is developing well through regular lessons in the hall or on the field. In a good lesson, children worked well in teams, catching and throwing beanbags with a good degree of accuracy. Children are developing an awareness of space, and recognise the effect exercise has on their bodies. The brisk pace to

this lesson ensured that the children experienced a variety of different activities, providing opportunities to use a range of small equipment and so developing a range of different skills. Children's personal development was enhanced well through the need to take turns, and the realisation that rules have to be obeyed. However, in less structured activities, when children use scooters, some children are very tentative and lack confidence to have a go. As a result of good teaching, children achieve well, and their attainment is above that expected for this age.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A range of interesting activities is planned to enhance children's creativity.
- Children's musical skills are particularly well developed.

Commentary

48. There are many opportunities for children to develop their creative skills. For example, role-play was used effectively to encourage children to use their imagination when preparing to go on a 'bear hunt', linked with their knowledge of the story 'I'm going on a Bear Hunt'. They packed their rucksacks, and used appropriate equipment, such as binoculars, to track down the 'bear'. Good intervention by a parent helper ensured that these children got the feel of what it is to go on an expedition.
49. Children use paint very effectively to make representations of flowers. They are encouraged to observe closely, using a dark colour for the centre of the flower to give a sense of depth. They use a variety of different materials to make collages and produce an attractive collaborative picture illustrating the story of the 'Three Little Pigs'. The talents of a teaching assistant are used very well to enhance musical skills. In one good lesson seen, children were involved in practising for a forthcoming production of 'Joseph' for the new playgroup children. Some children used their own notation to keep a steady beat, while others sang a range of songs from memory. This performance involved music and drama and was of a high standard. As a result of good teaching and a wide range of differing activities, children achieve well, and most will attain beyond the expected levels by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Strategies for developing speaking and listening skills are very effective.
- Teachers' expectations of the amount and quality of pupils' writing should be higher.
- Teachers and support staff provide good help for less able pupils.
- The day-to-day assessment of pupils' writing is inconsistent and does not give them enough guidance on how they can improve.

Commentary

50. National test results for pupils at the end of Year 2 have fluctuated in recent years, falling slightly overall, in relation to the national trend, but showing an improvement in 2004 when they were above average. The inspection findings are that this upward trend has been maintained; standards are above average, overall and, given that pupils come into school with above average ability, this reflects satisfactory teaching and achievement in Years 1 and 2. On the

other hand, the results for pupils in Year 6 in recent years have been consistently above or well above average, but fell significantly in 2004. Results in these tests were in line with results nationally, but well below average when compared to the standards these pupils were expected to reach in view of their past performance in the tests at Year 2.

51. The school, well supported by the local education authority, has responded promptly to analyse and address the weaknesses in teaching and learning. As a result, overall standards have risen to above national expectations and pupils are achieving at least satisfactorily in relation to their prior attainment, which was broadly average in the tests they took at Year 2. Additionally, teachers have recently begun to place greater emphasis on the development of speaking and listening skills. This has had a very positive impact on standards, which are well above national expectations throughout the school, and pupils are achieving well in this aspect of the subject. Due to the very effective support provided for pupils with special educational needs, they make good progress in reaching the targets set for them in their individual education plans. There has been satisfactory improvement in the subject overall since the last inspection.
52. Standards in speaking and listening are well above national expectations in Year 2 and Year 6. In Year 2, all pupils have the confidence to join in paired discussions, or to address the whole class on their own and, when they do so, they speak clearly and audibly. Many higher-attaining pupils ask carefully framed questions and talk at length about their own experiences. Teachers in classes from Year 3 to Year 6 plan a range of activities which build successfully on these skills through one-to-one questions and discussions with a partner or in groups. By Year 6, many more able pupils reflect carefully when listening and speak maturely, when putting forward their own ideas, or acting as spokesperson for a group.
53. Standards in reading are above national expectations in Year 2 and Year 6. Teachers in the Year 1 and 2 classes satisfactorily develop pupils' confidence by steadily building up their familiarity with common letter sounds and blends. By Year 2, they need little, if any, help from adults, while the more able have established their own favourite authors. From Year 3 onwards, regular guided reading sessions, supported by other activities, such as visits by local story tellers, regular book fairs, and frequent use of the school library, ensure that the vast majority have firmly established and mature reading habits by Year 6. The more able pupils collect and avidly read sets of books by popular authors and discuss their works with some authority.
54. Standards in writing are above national expectations at the end of Year 2 and Year 6. In Year 2, most pupils use capital letters and full stops consistently and write accurate and legible sentences. An increasing number maintain accuracy at greater length to tell familiar stories or present their own ideas and feelings. In Year 6, most pupils plan and structure their pieces of work independently and adapt their style to suit the intended audience. One example is their writing of diary extracts as soldiers in the trenches during The Great War. Many pupils clearly appreciate the importance of including dramatic tension in their writing and this is often reflected by some work of very good quality.
55. Taking full account of the lessons seen, samples of pupils' previous work, and discussions with pupils, the quality of teaching is satisfactory overall. This does not match the findings of the last inspection, when teaching in English was judged to be good. However, the school has successfully managed disruption to staffing, due to extended absences in the Year 1 and 2 classes during the past year, and has quickly addressed weaknesses in teaching and learning in the Years 5 and 6 classes, which were reflected in the test results for 2004. The measures taken have stabilised the situation effectively and account for the upward trend in standards seen during the inspection, most evident in the quality of teaching in individual lessons observed in the Years 5 and 6 classes, which was consistently good or better. There is evidence that the setting of pupils by ability, across these classes, helps pupils in their learning, enabling teachers to challenge or support pupils, as appropriate.
56. The major strength of teaching throughout the school is teachers' planning of activities to develop pupils' speaking and listening skills. Teachers in all classes have become well practised in asking open questions, encouraging pupils to engage in discussion, and insisting on full and accurate speech, strategies which have clearly led to the very good standards achieved throughout the school. The main area for development is in teachers' better use of

their day-to-day assessment of pupils' work to show pupils how to improve. There are some useful systems in place which have the potential to quickly drive up standards. For example, all teachers carry out regular assessments of pupils' writing, accurately compared with nationally agreed standards. In addition, teachers in some classes involve pupils in assessing their own success in meeting the objectives for individual lessons, although this system is inconsistently used from class to class and year to year. In any event, neither of these systems is effectively used to create clear and achievable individual targets towards which pupils can work. This results in slow improvement in their accuracy in punctuation, spelling, and handwriting, over time. Pupils with special needs, on the other hand, achieve well because, by contrast, they are working towards very clearly defined targets with which they are familiar.

57. The leadership and management of the subject are satisfactory overall. The steep decline in results in Year 6 in 2004, compared with very good standards in other subjects, indicates that there have been gaps in the quality of leadership, mirrored, for example, by the relatively low levels of monitoring of teaching and learning carried out by the co-ordinator in the past year. On the other hand, the school's accurate analysis of results, and swift and successful intervention to raise standards, reflects strong leadership by the headteacher and good use of available support. The school recognises that, in order to continue the upward trend in achievement, there is a need to establish a consistent strategy for assessing individual pupils' needs, setting clear targets for improvement and monitoring the impact on standards.

Language and literacy across the curriculum

58. Pupils' speaking and listening skills are promoted very successfully by all teachers in subjects across the curriculum. Reading skills are satisfactorily developed through regular use of reference books and the teaching of library skills. More needs to be done, on the other hand, to develop writing skills through teaching in all subjects. Some extended writing takes place, for example, to express ideas and feelings in religious education lessons. However, teachers throughout the school place too little emphasis on the length, accuracy and presentation of the writing which they expect from pupils and some lessons allow too little time for enough writing to be completed.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Very good leadership and management are driving the subject forward.
- Mathematics is generally taught well.
- Pupils achieve well by Year 6.
- Pupils enjoy mathematics, are confident and have good attitudes to the subject.
- Good assessment methods are weakened by inconsistent use of the marking policy.

Commentary

59. Improvement in mathematics since the previous inspection is good, as the school has maintained the high standards found then. Standards at Year 2 in the national tests have remained above the national average for the last five years, although they have fluctuated from year to year. At Year 6, they have been consistently well above average and, in two of last five years, the test results placed the school in the top five per cent of schools in the country. Inspection evidence from the scrutiny of work indicates that mathematics has been taught well, over the past year, and the quality of teaching seen during the inspection was very good.
60. Standards in the national tests in Year 2 in 2004 were above average and an improvement on the previous year, indicating that these pupils made sound progress. The strength was in the high proportion of pupils attaining the expected Level 2, rather than the percentage achieving the higher Level 3, which was similar to that found nationally. Current standards in Years 1 and 2 bear this out, with most pupils attaining better than expected standards and achieving

satisfactorily. This sound achievement was realised in spite of some disruption to the continuity of teaching in two of the three classes concerned.

61. Pupils in Year 6 in 2004 attained well above the national average at both the expected Level 4 and the higher Level 5, indicating that pupils of all abilities achieve well in mathematics by the end of their primary education. Similar standards are being attained by the pupils in the current Year 6, and, as their attainment in the Year 2 tests was average, their achievement in relation to their prior attainment is very good. These standards are being attained, partly because teaching is good overall from Year 1 to Year 6, and also because the grouping of pupils by ability in the three Years 5 and 6 classes is having a positive effect on the achievement of pupils of all abilities.
62. Another indicator of good teaching over time is that most pupils have very positive attitudes towards mathematics and enjoy the challenges the subject offers. Appropriate importance is placed on pupils learning the key facts, such as number bonds and multiplication tables, so that many pupils are confident with basic operations. Teachers then encourage pupils to use this knowledge to solve mathematical problems and investigations. Very good use is made of discussion, often between pairs of pupils, so that they can test out their understanding without the potential embarrassment of being 'wrong' in public. The use of interactive whiteboards by teachers, as an aid to learning, is generally very effective, and adds considerably to pupils' understanding.
63. Teachers ensure that pupils are clear about what they are going to learn before the lesson starts, and check their understanding, both as the lesson progresses, and at the end, often using a visual check, where pupils indicate their understanding using the 'thumbs up' principle. Pupils' work is marked accurately, but use of the school's effective marking scheme, which involves pupils assessing their own understanding and teachers responding, is inconsistent, being evident in the books of some classes but hardly at all in others. Some pupils have targets pasted in the front of their books, but there is little evidence of pupils' progress towards these being assessed. While teachers are aware of pupils' overall progress, through regular testing and tracking, the use of short-term, achievable targets shared with pupils would involve them more fully in their own learning, as already happens for some pupils with special educational needs. Pupils who are assessed as having a particular talent for mathematics are given appropriately challenging work, as well as some extra experiences through outside agencies.
64. The subject is led and very well managed by an enthusiastic and very hard-working co-ordinator, who has done a great deal in a very short time, despite currently working on a part-time basis. She has a very good grasp of the strengths and weaknesses in the provision for mathematics and a clear and well documented action plan to address these as necessary. The documentation she has produced to identify issues, assess achievement, and track progress is exemplary.

Mathematics across the curriculum

65. Satisfactory use is made of mathematics across the curriculum. There are examples in subjects, such as science and information and communication technology, including the construction and interpretation of graphs and the use of skills, such as measuring and calculating co-ordinates and spreadsheets. The school has a strong commitment to cross-curricular learning. However, it does not plan with sufficient care mathematical opportunities in topics covered in other subjects, so that pupils have the opportunity to apply recently acquired skills and knowledge.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils attain high standards and they achieve well in Years 3 to 6.
- Teaching is good with an appropriate emphasis on the use of investigations.
- Assessment procedures are thorough, but pupils are insufficiently involved in setting their own targets for improvement.
- Literacy skills, such as spelling, are not promoted well enough in pupils' written work.

Commentary

66. There has been satisfactory improvement since the previous inspection. Standards in Years 1 and 2 and the grades in the teachers' assessments at the end of Year 2 have remained more or less static over recent years, showing good standards at the expected Level 2 but too few pupils attaining the higher Level 3. However, current evidence indicates that the school is aware of this and that more pupils in Year 2 are being assessed as attaining Level 3. Pupils' achievement, including that of those with special educational needs, is satisfactory in Years 1 and 2, and good in Years 3 to 6. Standards as measured by the national tests in Year 6 have been above and well above average for several years, helped by a considerable amount of revision before the tests. Pupils' use of scientific investigations is good, especially in Years 3 to 6, where pupils are given opportunities to plan their own investigations. Standards at the end of Year 6 are well above those expected nationally, and a good proportion of pupils are in line to achieve the higher Level 5.
67. The curriculum is planned well, using a two-year rolling programme to accommodate the mixed-age classes. All pupils have regular science lessons, although in Year 6 little science is planned after the statutory tests have taken place. Investigations are built into all units of work, so that even the youngest pupils learn from actual experience. Information and communication technology is used from time to time to research the lives of scientists, such as Edward Jenner, and digital cameras are used in Years 1 and 2 to record findings. Pupils in Years 5 and 6 use computer graphical programs to record changes in temperature over time.
68. Five lessons were observed. The quality of teaching is good, overall, although there are variations. Pupils are encouraged to predict outcomes, and pupils in Years 3 to 6 understand the need for a fair test. The best lessons seen were planned well and proceeded at a brisk pace, with plenty of opportunities to learn through actual observations. In one well organised lesson on sound, the teacher had arranged a cycle of activities for the pupils to experience, and, by the end of the lesson, all pupils had discovered the importance of vibrations, showing good learning. The teacher supported all the groups well, using probing questions to make the pupils think about what they were doing, and to ensure that they referred back to their predictions, and altered them if necessary in view of their observations. In an unsatisfactory lesson, the task set was too broad, and, by the end of the lesson, few pupils had really understood how different animals and plants are suited to their environment. Methods were inappropriate and time-consuming, and the teacher did not have a clear view of what all pupils were doing.
69. As pupils get older, they are encouraged to draw conclusions from their work, so by Year 6 most pupils can explain their findings, using their prior knowledge effectively. The majority of pupils have good literacy skills, but there are missed opportunities to develop these further through science. The marking of books is not consistent, and many key scientific words, spelt incorrectly, are not marked as such, for example 'germanation', 'separate' and 'different', instead of 'germination', 'separate' and 'different'. There is no consistent expectation about how pupils present their work, which is often scruffy, and sometimes teachers praise mediocre work as excellent.
70. The coordinator is new to the post. She has good subject knowledge, and already has plans for the further development of the subject. She is in the process of reviewing the scheme of

work so that it meets the needs of the pupils more closely. She has had no opportunities to monitor the quality of teaching, but examines planning to ensure correct coverage of the subject. There is a lot of data collected from regular testing, and this is used to inform the curriculum when weaknesses are apparent. However, pupils do not have their own targets, and are not sufficiently aware of what they need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- All pupils are confident in the use of computers.
- Greater emphasis should be placed on showing pupils the wider uses of information and communication technology.

Commentary

71. Standards are above national expectations in Year 2 and Year 6. These are similar standards to those reported in the last inspection and improvement has been satisfactory since then, as has pupils' achievement overall.
72. Pupils come into school with above average ability in most areas of learning and the vast majority have had experience in using computers at home. The school enables them to make reasonable gains in expertise and they achieve satisfactorily. Through regular lessons in the computer suite, all pupils successfully develop confidence and comfortably meet the national expectations for their age. Many more able pupils have very well developed keyboard skills and rely very little on adult support to complete the tasks set for them. By Year 6, most pupils navigate their way quickly through instructions, when operating software, and more able pupils choose and follow pathways of their own, particularly when carrying out independent research.
73. Taking all aspects of the subject into account, the quality of teaching is satisfactory overall. Teachers throughout the school conscientiously use the time allocated to them in the computer suite to plan an adequate range of activities which develop pupils' basic computer skills and enable them to apply these to their work in other subjects. The computer suite has been introduced since the last inspection and has had a positive impact on teaching and learning because it enables teachers to teach new skills to the whole class. However, their efforts are somewhat hampered by the lack of space, natural light and ventilation in the room, which creates a barrier to learning for teachers and pupils alike and is in need of review. Teachers in the Years 5 and 6 classes are making good use of electronic whiteboards as an interactive tool for teaching and learning.
74. The coordinator has recently taken over the role and is providing satisfactory leadership and management by ensuring that resources are properly audited, teachers' planning covers the programmes of study for the curriculum and that a system for assessment is in place.

Information and communication technology across the curriculum

75. The use of information and communication technology in subjects across the curriculum is satisfactory overall. Teachers make appropriate use of the software that is available to support teaching and learning, particularly in art and mathematics, or as a research tool for subjects such as geography and history. On the other hand, there are insufficient up-to-date resources to support pupils' work in subjects such as science and design and technology. This limits their awareness and experience of the wider and more exciting applications of control technology, in particular, and is an area in need of development.

HUMANITIES

Geography and **history** were not a focus for the inspection and, therefore, no judgements are made on the quality of provision. Due to the organisation of the timetable, it was only possible to observe two lessons in **religious education**, so no judgements are made about provision.

76. No lessons were observed in **geography** and **history**, but the pupils' current and past work was examined where available, and discussions took place with staff and pupils. The limited evidence shows that both subjects meet statutory requirements, and they are enriched by fieldwork activities and visits to places of interest.
77. The subjects are planned using a two-year rolling programme to accommodate the mixed-age classes, and schemes of work are being used to help teachers with their planning. However, there was little evidence available to scrutinise, as curriculum time for the subjects is blocked, and pupils do either a history or geography topic per term. This means that there are long periods of time when each subject is not taught, which has an adverse effect on the progressive development of skills, and makes it difficult to assess achievement over time. However, there are many good links with other subjects, such as making 'pop-up' books about the Tudors in design and technology lessons in Year 4.
78. In **history**, good emphasis has been placed on the skills of chronology, as this was a weakness at the time of the last inspection, and time lines are displayed in most classes to enable pupils to appreciate the sequence of past events. Throughout the school, good use is made of handling artefacts, and all pupils know that they learn about the past by looking at evidence. Visits and visitors enrich the history curriculum and help to bring the subject alive. For example, pupils experience a day at a 'Victorian' school, and history days, such as an Egyptian day, give pupils an insight into the way these people used to live. Pupils generally have good literacy skills, so are able to record their work well, and use the Internet to carry out individual research.
79. In **geography**, pupils develop their mapping skills, as they get older, and learn about the different human and physical characteristics of certain locations. Pupils in Years 1 and 2 compare and contrast life on an island with where they live, while the oldest pupils compare a big city with their smaller community.
80. Assessment opportunities are developing in both subjects, as teachers check pupils' understanding of key skills at the end of units of work. The geography coordinator is absent at present, but the history coordinator has a good grasp of her subject. Examination of pupils' work shows that there are some opportunities for more extended pieces of writing, but there are generally insufficient opportunities to write for different audiences.
81. In **religious education** an examination of pupils' work shows that the subject meets the requirements of the locally Agreed Syllabus. Pupils in Years 1 and 2 have a sound knowledge of Christianity, and know the significance of the major festivals and Bible stories. In Years 3 to 6, pupils learn about Islam and compare its teachings with those of Christianity. When talking to pupils in Year 6 it is clear that they understand the meaning behind these religions, and know that the Ten Commandments and the Five Pillars of Wisdom are rules for life. These pupils also have a scanty knowledge of Hinduism.
82. No judgements can be made about the quality of teaching, overall, from the limited evidence, but in one good lesson seen pupils were encouraged to think about their world and how they can make a difference to it. In this lesson, spirituality was apparent when pupils were given time for reflection, and listened to appropriate evocative music to help concentrate their thoughts. Very effective links are made with pupils' personal and social development, as they learn to appreciate religious values and respect different viewpoints. Good use is made of visits to different places of worship to reinforce learning. The co-ordinator is currently absent, but examination of her file shows that she has a good overview of the subject, although there is no current action plan for further development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and **physical education** were not a focus for the inspection and, therefore, no judgements are made on the quality of provision.

83. Pupils cover all aspects of the national curriculum in **design and technology**, through a well-planned scheme of work. Good efforts are made to link the subject to other areas of the curriculum. Evidence in pupils' books indicates that pupils are encouraged to draft and re-draft their designs and to review the effectiveness of the finished product. Older pupils use accurate measurements when preparing their ideas. Displays around the school show that pupils produce appropriate designs and articles. Discussion with pupils in Year 6 suggests that they work with a range of materials and acquire appropriate skills in the use of tools. The subject co-ordinator is recently appointed, but has developed systems for assessment and has an appropriate action plan.
84. **Physical education** is led and managed well by an enthusiastic co-ordinator who has good knowledge of the subject and has had the opportunity to monitor some teaching and learning. Where it has been identified that some teachers lack subject knowledge, for example, in dance and gymnastics, she has organised in-service training, including some specialist input. Through the school sports co-ordinator scheme, there are developing links with other schools, both primary and secondary. An effective programme for swimming means that all pupils attain the national standard of swimming 25 metres, and many reach a high standard. There is a very good range of sports and clubs open to pupils, many of which involve competitive matches, and these are supported well by both pupils and staff.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils experience a wide range of different media.
- Pupils throughout the school have sketchbooks, but they are not always used to good effect.
- Pupils' work is displayed well and the subject has a high profile.
- Leadership and management are good.

Commentary

85. A walk round the school is sufficient to emphasise the value the school places on artistic endeavour and the good response of the pupils. Most classes and circulation areas display a variety of well-executed pupils' work, which is carefully and thoughtfully displayed. There is also a good range, including both two- and three-dimensional work, and a variety of different media. It is also clear that the school attempts to link art work to other areas of the curriculum, wherever appropriate, for example, work on symmetry linked to mathematical understanding, and designs for Islamic prayer mats, as part of the study of religion. Good use is also made of information and communication technology programs, for example, to create pictures in the style of Mondrian. This wide variety of experience contributes to pupils' good achievement. This is similar to the picture found by the previous inspection, indicating satisfactory improvement.
86. Two lessons were seen in the course of the inspection and it is not possible to make a judgement on the quality of teaching overall. In a very good lesson in Year 1, pupils made a collage to represent an observed object. Very good planning, a stimulating introduction and the provision of good quality materials helped the pupils to respond very well, and there was a very good balance between support, where it was needed, and encouragement to work independently. This good expectation that pupils work independently was also apparent in a Years 5 and 6 lesson, but learning was less successful because expectations were not as clear.

87. Discussions with pupils in Year 6 confirm that they enjoy the subject and recognise that they are given a broad experience. As well as appropriate factual knowledge about art and artists, they demonstrate a deeper understanding. For example, when asked to compare the work of artists and photographers, they say that artists change details to suit themselves and 'involve emotion'.
88. Leadership and management of the subject are good. The co-ordinator, who is well qualified, has prepared schemes of work, much of which she has written herself, which ensure good coverage of all areas of the curriculum. She has observed teaching and learning and has a good view of standards. An area for improvement is the use of sketchbooks. While all pupils have one, it is only in the co-ordinator's class that they are used effectively to draft designs and practise skills.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching is good and pupils attain standards that are above average.
- Music is led and managed well.

Commentary

89. The standards attained in the lesson observed in Year 6, as well as discussions with pupils, indicate that standards are above average and pupils achieve well. Pupils in Year 6 are confident musicians who are keen to participate in class musical activities. Although some boys take time to settle, by the end of the lesson all groups have composed a musical accompaniment, using the pentatonic scale and chords, while at the same time singing a 'round'. They are able to record what they have played using informal notation. Their singing is tuneful, although little attention is paid to dynamics. Discussion with pupils in Year 6 suggests that, while they have good experience of both composition and performance, there are some surprising gaps in their knowledge, for example, of famous composers and the meaning of common musical terms.
90. Good teaching was seen in the lessons observed. Tasks are planned well and introduced clearly. There is a good level of expectation, generally met well, that pupils will organise themselves and plan their own work. As in many other subjects, there is a good emphasis on pupils working independently in small groups and making their own decisions through discussion. Pupils listen attentively to each other's performance and make informed comments about what they like and what could be improved.
91. Music is led and managed well. The co-ordinator has some personal expertise which helps to sustain less confident colleagues. The scheme of work also provides good support, while allowing those who wish to the opportunity to experiment and extend pupils' experience. The provision of 'music of the month' at assembly, covering different cultures and genres, is supported by discussion, posters and the encouragement of pupils to bring in linked items. This is a good idea, but has obviously still to impinge on pupils' knowledge of different composers.
92. There are good opportunities for pupils to learn musical instruments. As well as tuition in orchestral instruments, pupils in Years 3 and 4 have the opportunity to learn the recorder, and many pupils in Years 1 to 6 are learning the harmonica. There is also a well-supported guitar club. An annual evening celebrating art and music allows all these musicians, as well as the choir, an opportunity to perform for their parents. There has been satisfactory improvement in the provision for music since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education, and citizenship is **very good**.

Main strengths and weaknesses

- Increased emphasis on personal development has a very positive impact on behaviour, attitudes and relationships throughout the school.
 - The co-ordinator provides good leadership and management.
93. Provision was judged to be good at the time of the last inspection and it is now very good. The school uses personal, social and health education lessons as the main vehicle for personal development, which successfully underpins its core values and its very caring ethos. In the lessons seen, all of which were good or better, teachers were very sensitive to pupils' individuality and ensured that everyone's view was listened to and valued. The outcome of this very inclusive approach is clearly reflected in the very good relationships and the culture of mutual respect which are mirrored in all aspects of school life.
94. The co-ordinator is providing good leadership and management. She has implemented a good scheme of work, which enables pupils to explore fundamental moral and social issues, such as healthy living, physical development, and concern for the environment, supported by visits to the school from representatives from the various community agencies. The school regularly demonstrates its willingness to listen to and act upon pupils' views, and the work of the school council provides genuine opportunities for them to influence school improvement and develop as young citizens.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).