

INSPECTION REPORT

KINGS LODGE PRIMARY SCHOOL

Chippenham

LEA area: Wiltshire

Unique reference number: 126287

Headteacher: Mrs J Ratcliff

Lead inspector: Bob Cross
15917

Dates of inspection: 27th to 30th June 2005

Inspection number: 267142

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	428
School address:	Lodge Road Chippenham Wiltshire
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Appropriate authority:	The governing body, Kings Lodge Primary School
Name of chair of governors:	Mrs Caroline Hiorns
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Kings Lodge Primary School is a larger than average sized primary school which has 135 fewer pupils on roll compared with the number it had when it was last inspected. There are 52 more boys than girls in the school. The school has 68 pupils on its register of special educational needs which is within the national average. Pupils with moderate learning difficulties form the largest group. Two pupils have a statement of special educational needs which is also within the national average. The percentage of pupils known to be eligible for free school meals is well below the national average. Two pupils are in the early stages of learning to speak English as an additional language (EAL) which is lower than in most schools. About six per cent of the pupils are from minority ethnic backgrounds which is below average. During the last school year, 28 pupils entered the school other than at the usual time of first admission and 25 left it at a time which was not the normal leaving or transfer time for most pupils. This rate of mobility is not unusual. In the last two years, 9 full time teachers and two part time teachers left the school and the equivalent of 8.8 full time teachers joined it. This is a high rate of turnover. Pupils enter the school at average levels of attainment. The school was recognised as a Healthy School in 2000, achieved Investor in People status in 2003 (which was successfully reviewed in 2005) and gained The John Muir conservation award in 2004. The inspection took part during the school's annual book week.

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22745	Rosalind Johns	Team inspector	History, religious education(RE), personal, social, health and citizenship education (PSHCE), special educational needs (SEN)
23434	Marie Gibbon	Team inspector	English, English as an additional language (EAL), art and design, music
10808	Alan Britton	Team inspector	Mathematics, design and technology (DT), geography, Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The pupils do well because the quality of teaching and learning is good. Standards in English, mathematics and science are above average in Year 6. The leadership and management of the school are good. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils make good progress. In Year 6, achievement is good in English, mathematics and science and standards in swimming are very high.
- The school is well led and managed and the quality of teaching and learning is good.
- All staff work hard to support improvement and some staff with management roles, for example, the deputy headteacher, provide very good support.
- The governing body makes a significant contribution to the school's progress.
- The high quality of the school's self review and analysis of assessment data is a major factor in its success.
- Provision in Year R is good with a number of very good features.
- The pupils' very good behaviour and their good attitudes to work are promoted by the school's good provision for their spiritual, moral, social and cultural development.
- The pupils' involvement in the school through seeking and acting on their views is excellent.
- In Years 1 to 6, the use of literacy and information and communication technology (ICT) skills in other subjects has weaknesses.
- In Years 1 to 6, the pupils' achievement in writing, although satisfactory, is not as good as it is in other aspects of English.
- There are weaknesses in the school's provision for personal, social, health and citizenship education (PSHCE) especially in Years 1 and 2.
- The monitoring of teaching has strengths and weaknesses.
- Some parents have the perception that approaching the school is difficult.

The school was last inspected in 1999. Of the key issues for action arising from that inspection, one has been very well addressed and four have been well addressed. Improvement in the Foundation Stage has been very good. Most of the major aspects of the school including leadership, management, teaching and learning are unaltered having been judged to be good by both inspections. Standards have risen and there have been other improvements, for example, in the pupils' behaviour which is now very good rather than good. Attendance, although still well above the national average, is not as good as it was in 1999. In individual subjects, improvement has been good in two, satisfactory in seven and unsatisfactory in one. Overall, this represents a good improvement in the six years since the school's last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	B	A
mathematics	B	C	B	B
science	C	C	C	B

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.

Achievement is good. Throughout the school, pupils of most needs and abilities make good progress given that they enter Year R at average standards. In Year R, standards are above average in all areas of development except in personal, social and emotional development and physical development where they are well above average. In Year 2, standards are above average in reading and mathematics and average in writing and science. In Year 6, standards are above average in English, mathematics and science although, within English, standards are average in

writing. The few pupils who speak English as an additional language (EAL) receive appropriate provision and make satisfactory progress.

Pupils' attitudes, attendance and punctuality are good. Their behaviour is very good. Pupils' spiritual, moral, social and cultural development is good. Pupils show high levels of confidence and establish very good relationships. They are very willing to accept responsibility. The pupils are articulate and polite.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good. A particular strength of the teaching is the management of the pupils' behaviour so that high quality working relationships are developed. Some lessons proceed at too slow a pace so that pupils do not find them interesting and lose attention. Overall, procedures for assessing the pupils' work are satisfactory in Years 1 to 6. However, this information is not always used well enough to help the pupils to progress. In Year R, assessment of the children's work is very good. The care, guidance and support of pupils are very good. Curricular provision is satisfactory. There are strengths, for example, in science and weaknesses such as those in PSHCE where, in Years 1 and 2 particularly work is not sufficiently structured. There is also scope for the pupils to develop their writing and ICT skills more in other subjects. Overall, extracurricular provision is good although provision for extracurricular sporting activities is satisfactory. The school council and the pupils' involvement in providing extracurricular provision illustrate the strength of their involvement in the work of the school.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are good. The leadership of the headteacher is good. Overall, the leadership of other staff with management responsibilities is satisfactory although the leadership of the Foundation Stage is very good. Management is good. The headteacher's observation of lessons results in helpful feedback to teachers but all subject lead learners do not formally see other teachers teaching their subjects frequently enough. Staff work together well and use strategic planning as an effective tool for the school's development. There has been a significant turnover of staff for reasons beyond the school's control which it has managed successfully. The school is fully committed to including all pupils in all activities. The governance of the school is good. The governors have ensured that all statutory requirements are met and that financial management is rigorous and prudent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most **parents** fully support the work of the school. Parents, for example, identified the fact that their children are expected to work hard and the fairness with which staff treat pupils. However, varied areas of concern were raised by a significant minority of parents. The most common of these was communication, especially with the senior management. The evidence available did not allow the inspection to make a secure judgement about this issue. However, the inspection team acknowledges the perception some parents have and the school agrees that it should investigate this matter further. **Pupils**, especially the younger ones, hold the school in very high regard. Their favourite subjects are ICT, art and design, numeracy and physical education (PE).

IMPROVEMENTS NEEDED

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

- Raise standards in writing in Years 1 to 6.
- Make more use of the pupils' ICT and writing skills throughout the curriculum.
- Improve provision for PSHCE.
- Increase the rigour of the monitoring of teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good throughout the school for pupils of most needs and abilities. In Year R, standards are above average in all areas of development except in personal, social and emotional development and physical development where they are well above average. In Years 1 to 6, standards vary from above average, for example, in mathematics to average, for example, in art.

Main strengths and weaknesses

- In Year R, children generally do well but their achievement is particularly good in personal, social and emotional development and in physical development.
- In Year 2, pupils do best in English, mathematics and ICT.
- There are weaknesses in the school's provision for PSHCE especially in Years 1 and 2.
- In Year 6, achievement is good in English, mathematics and science.
- In Year 6, standards in swimming are very high.
- Throughout the school, standards in ICT and DT have improved since the school was last inspected.
- In Years 1 to 6, the use of literacy and ICT skills in other subjects has weaknesses.
- In Years 1 to 6, the pupils' achievement in writing, although satisfactory, is not as good as it is in other aspects of the subject.
- Pupils with special educational needs (SEN) do well.
- Pupils who are gifted and talented are provided with some useful additional support.

Commentary

1. Achievement in Year R is good. This represents an improvement on the findings of the school's last inspection when progress in Year R was judged to be satisfactory. The children enter the school at average standards and, overall, leave Year R at above average standards. In communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development, teaching and learning are good and this gives rise to good progress. As a result, the children are on track to exceed the goals they are expected to reach by the end of Reception in these areas of learning. Teaching and learning are very good in personal, social and emotional development and physical development. This promotes very good progress and, consequently, the children have reached well above the expected levels in these areas of their development. Two children in Year R who have recently joined the school are the only pupils in the school who are at an early stage of learning English. In the short time they have been in the school, they are developing their understanding of simple phrases and vocabulary appropriately.

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

Standards in:	School results	National results
reading	15.7 (15.3)	15.8 (15.7)
writing	14.3 (14.1)	14.6(14.6)
mathematics	15 (16.7)	16.2(16.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

2. In the end of Year 2 tests in 2004, standards were average in reading, below average in writing and well below average in mathematics compared with all schools. Compared with all schools based on the numbers of pupils known to be entitled to free school meals, standards were well below average in all three subjects. There has been an upward trend in standards which is above the rate of the national improvement. In the national assessments in science made by teachers in

2004, standards were average compared with all schools and below average compared with similar schools. The only significant difference in the achievement of boys and girls occurs in reading where girls do not do as well as boys compared with national achievement. This was not observed during the inspection.

3. The findings of the inspection are that, in Year 2, standards are above average in English, mathematics and ICT. In English in Year 2, standards are above average in speaking, listening and reading. Achievement in these subjects is good and reflects the good quality of teaching and learning in these areas. Standards in all other subjects inspected, including writing, are average. In these subjects, satisfactory teaching and learning promote satisfactory achievement. No judgement was made in history as the subject was not taught during the inspection. In those subjects where valid comparisons with the school's 1999 inspection can be made, standards have improved in ICT and are similar in English (except for writing where standards are lower than they were in 1999), mathematics, science and RE. Progress in DT has improved and is similar to that made in 1999 in art, geography and PE. Provision for PSHCE in Years 1 and 2 has significant weaknesses. During the inspection, assemblies overran their allocated time slot so that the planned teaching of PSHCE did not take place. This meant that the pupils' progress in this subject was not maximised.

4. The findings of the inspection show that standards in reading, writing and mathematics in Year 2 have improved significantly compared with the school's national test and assessment results in 2004. This is because the school has been well aware of the low standards in these tests and has taken suitable actions to improve them.

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

Standards in:	School results	National results
English	28.3 (26.8)	26.9 (26.8)
Mathematics	28 (27.2)	27 (26.8)
science	29.1 (28.6)	28.6 (28.6)

There were 80 pupils in the year group. Figures in brackets are for the previous year

5. In the national tests in Year 6 in 2004, standards were above average in English and mathematics and average in science compared with all schools. Compared with similar schools based on schools whose pupils entered Year 2 at similar levels of attainment, standards were well above average in English and above average in mathematics and science. The school's results in these tests show an upward trend which is faster than the national rate of improvement. There are no significant differences in the attainment of boys or girls when a three year average of attainment is considered.

6. The findings of the inspection are that, in Year 6, standards in English, mathematics and science are above average. This is because good teaching and learning promote good achievement. In swimming, very good provision results in very good progress and well above average standards. In all other subjects inspected, satisfactory teaching and learning give rise to satisfactory achievement and average standards. In those subjects where reliable comparisons with the findings of the school's 1999 inspection are possible, standards are unaltered in English, mathematics, science and swimming. They have risen in ICT, but have fallen in RE. Progress has improved in DT and remains satisfactory in art, geography and PE.

7. When the school was inspected in 1999, its key issues for action included raising standards in ICT and improving progress in ICT and DT. In the six years since its last inspection, the school has raised standards to average by the time that pupils leave the school in both subjects. In 1999, the use of ICT to promote the pupils' learning in other subjects was judged to be unsatisfactory and was made part of the key issue for action relating to ICT. Significant progress in addressing this issue has been made. However, the use of this subject by pupils in other subjects is still not as good as it is in many other schools and this remains an area for improvement.

8. In 1999, standards in writing were above average and the pupils' literacy skills were judged to be well used in other subjects. The findings of this inspection are that, in Years 1 to 6, standards in the writing element of English are now average. This fall in standards is partly due to the fact that the use of pupils' writing skills in other aspects of the curriculum is now unsatisfactory. This means that these skills are not fully developed and that progress is not maximised. The use of pupils' mathematical skills in other subjects is satisfactory.

9. Pupils with SEN achieve well against their specific targets and compared with their earlier attainment. Individual education plans (IEPs) provide a clear picture of each pupil's needs and targets generally provide suitable small steps in learning which are achievable and allow pupils to experience success.

10. The school carefully identifies gifted, talented and more able pupils. It provides, for example, access to weekend courses for these pupils in Years 4, 5 and 6 and makes particular provision for gifted mathematicians. Teaching pupils in groups based on ability in some year groups in English, mathematics and science also helps these pupils to reach their potential. However, the school has yet to ensure that adequate provision for pupils who are high flyers is consistently available to meet all of their varied academic and creative needs.

11. Most parents and pupils are happy with the progress made and the standards reached in the school. A small number of parents do not hold this view. Pupils generally feel that they have to work hard and that the targets for improvement that they are given help them to make progress. However, these views are held more strongly by younger pupils than by the older pupils. Older pupils, however, expressed the opinion that a computer program designed to help them to assess their own learning skills was very valuable and enjoyable.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and attendance are good. Their behaviour is very good. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- The great majority of pupils behave very well, have positive attitudes to work and enjoy being at school. This indicates an improvement since the last inspection.
- The level of attendance is above that of similar schools around the country and pupils are punctual.
- The school's provision for social development leads to very good relationships.
- The school has good procedures for promoting good attendance.
- Pupils' freedom from bullying and other forms of harassment is very good.
- Pupils show very good levels of respect for one another's feelings and beliefs.
- Pupils are very aware of the responsibilities of living in a community.

Commentary

12. The school promotes a positive attitude to learning and pupils respond well to this and strive hard to achieve the expectations of their teachers. The good behaviour management adopted by all school staff has resulted in very good behaviour in the classrooms, around the school and in the playgrounds. These standards have been improved since the previous inspection. Nearly all pupils listen attentively, follow instructions and settle down quickly to their work. They have confidence in their own abilities, are eager to answer questions and are prepared to contribute their own ideas, for example, in the work of the school council. Pupils with SEN have positive attitudes to work and play a full part in the life of the school.

13. Pupils are given many opportunities to take on additional responsibility and they respond very well to them by, for example, supporting younger pupils both in and out of the classrooms. They have also been involved with school initiatives like the Japanese Garden, activity area and the

'walking bus'. Pupils interviewed during the inspection displayed very responsible attitudes. They were courteous, confident, articulate and mature. Although most of their views of the school were very positive, they stated some reservations about the length of the lunchtime break for the older pupils.

14. The level of attendance is well above the national average. Absences are mainly due to medical reasons, though a few pupils can be considered as habitual absentees from school. The education welfare officer is actively involved in supporting these families. The school has instigated rigorous procedures to ensure that parents and pupils understand the need for regular attendance. These methods have also resulted in a low rate of unauthorised absence. During discussions with pupils and a scrutiny of parents and pupils' questionnaires, it was very evident that pupils enjoyed school and the learning activities that the school provides. There have been no exclusions during the current school year. Punctuality of the pupils is good as the school has a staggered start to the day when pupils can enter the school between a quarter to nine and nine o'clock to avoid congestion.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4	School data :	0
National data:	5.1	National data:	0.4

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

Exclusions

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	354	0	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	4	0	0
Black or Black British – African	1	0	0
Chinese	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	50	0	0

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

15. The social and moral development of the pupils is very good. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect others. Older pupils support younger ones very well. Pupils are keen to volunteer for positions of responsibility, such as the school council. In discussion, pupils felt confident that staff and governors would listen to their views and act on them. Pupils are encouraged to think of others and regularly raise money for charities. In the Foundation Stage, children achieve the goals underpinning their personal development very well.

16. Provision for pupils' spiritual development is satisfactory. Pupils have good opportunities to reflect on their own beliefs through RE. Through the recommendations of the school council,

pupils now take an active part in presenting their own assemblies. The development of spirituality was, however, very limited in most acts of collective worship observed during the inspection. Pupils show good self-knowledge in discussions and are encouraged to think for themselves by their teachers, especially through the Vibrant School project. Visitors of different faiths are invited to take assemblies.

17. The school provides satisfactorily for pupils' cultural development. Pupils have the opportunity to study their own community through the many visits and activities provided for them. Good numbers of pupils learn musical instruments. The recent Global Week encouraged pupils to study ways of life in other parts of the world and welcomed visitors from India to the school. The school has made good use of the first language of children who are learning English, by asking relatives to read a story to Year R in Polish. The teaching of French has been introduced for pupils in Year 3. These factors contribute well to other children's experiences and respect for other cultures. However, there are few opportunities for pupils to learn about different ways of life in modern multicultural Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning is good. A particular strength of the teaching is the management of the pupils' behaviour so that high quality working relationships are developed. Teachers are also very concerned to ensure that pupils understand how to help themselves to learn more effectively. Some lessons proceed at too slow a pace so that pupils do not find them interesting and lose attention. Overall, procedures for assessing the pupils' work are satisfactory in Years 1 to 6. However, this information is not always used well enough to help the pupils to progress. Assessment procedures in Year R are very good. Older pupils in the school reported that they did not always find their targets for improvement useful. The care, guidance and support of pupils are very good. Curricular provision is satisfactory. Overall, extracurricular provision is good although provision for extracurricular sporting activities is satisfactory. The school is well led and managed and the governing body makes a significant contribution to its development. The pupils' very good behaviour and their good attitudes to work are promoted by the school's good provision for their spiritual, moral, social and cultural development. The pupils' involvement in the school through seeking and acting on their views, for example, through the school council is excellent.

Teaching and learning

Teaching and learning are good throughout the school. Assessment is satisfactory overall and in Years 1 to 6. It is very good in Year R.

Main strengths and weaknesses

- Improvements in teaching and learning since the last inspection.
- Good relationships create a happy environment for learning.
- Good subject knowledge leads to well-structured and stimulating teaching.
- Teachers ensure that the four Rs are an integral part of learning.
- The pace of some lessons is not demanding enough.
- The expectations of some teachers are not sufficiently challenging.
- Close teamwork between teachers and teaching assistants ensures good support for pupils with SEN.
- Assessment information is not always used carefully enough.
- Pupils' targets are often too general to be helpful.
- Some marking does not help pupils to learn from mistakes or develop ideas.

Commentary

18. Overall, the quality of teaching and learning in the school is good. This overall judgement is the same as the last inspection but teaching has now improved in Reception, Years 1 and 2 and for pupils with SEN. There is now no unsatisfactory teaching. In Year R, teaching and learning are good in all areas of development except personal, social and emotional development and physical development where they are very good. The teaching and learning of EAL in Year R is satisfactory. The best teaching occurs in Reception and in Years 4 and 5. Across the school, teaching is good in English and mathematics and for pupils with SEN. It is also good in science in Years 3 to 6 and in ICT in Years 1 and 2. It is satisfactory in all other subjects where judgements could be made. Ninety-five per cent of parents felt that teaching was good and a similar number that teachers expected their children to work hard.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	5 (10%)	26 (50%)	20 (38%)	0 (0%)	0 (0%)	0 (0%)

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

19. Chief among teachers' skills is their careful and positive management of pupils' behaviour. They value pupils' contributions and treat mistakes sensitively so that pupils express ideas freely, ask questions and say when they do not understand. This friendly and supportive atmosphere was evident in a Year 6 PE lesson when pupils followed their teacher's instructions and directions very closely as they devised imaginative movements inspired by the music *Orinoco Flow*. The best teaching is also based on teachers' own subject expertise so that explanations and demonstrations are fluent and well-informed and presentations are lively and stylish. It also means that teachers have a vision of what pupils can achieve. In a Year 4/5 lesson about how plants reproduce, pupils made excellent progress in understanding a difficult concept and were kept on task by the high level of demand and pace of the lesson. Other common strengths are relaxed and natural teamwork between teachers and teaching assistants, searching questions which make pupils think for themselves, good interaction with pupils to extend ideas and imaginative use of resources. Teachers are also adept at heightening pupils' awareness of the 4 R's – Reciprocity, Resilience, Resourcefulness and Reflection – to enable them to develop self-discipline and independence in learning.

20. In a Year 4 PSHCE lesson on the games pupils play, the teacher moved the session along briskly by her spirited and focused approach so that pupils explored the topic very sensibly within a short space of time. However, in some lessons, there is a general lack of urgency in teaching so that pupils relax into a comfortable rate of working and do not cover as much ground as they could. In a Year 5 literacy lesson when pupils were expressing their opinions about a story set in Jamaica, pupils of all abilities accepted the teacher's high expectations and rose to the challenge. On the other hand, in some lessons, teachers do not have high enough expectations of what pupils can achieve and this holds back progress. Within lessons, they do not always give explicit instructions about the quality or quantity of work required so that pupils do not have a clear idea what they are aiming for. Over direction by some teachers limits pupils' opportunities to think for themselves and leads to passive listening and limited answers to questions.

21. Overall, teaching and learning for pupils with SEN are good. Pupils not only make gains in learning but also become more confident and self motivated. Teaching assistants are well prepared and draw upon a good range of skills and strategies to reinforce work in class and maintain pupils' interest in learning.

22. Specialist staff have visited the school to discuss strategies for teachers to support pupils for whom EAL. Arrangements have been made for these specialists to model lessons for all staff, including support staff.

23. Good assessment procedures in English and mathematics are building up an accurate profile of pupils' individual performance. Results from national and internal tests are analysed and strengths and weaknesses noted for action. Assessment procedures are particularly strong in Reception. However, assessment procedures in, for example, art, music and PSHCE are unsatisfactory. Setting for English and mathematics at the top of the school has been an important factor in raising standards. Some teachers use assessment information, especially in mathematics, very effectively to provide the appropriate blend of help and challenge in lessons. However, in some subjects and lessons, this information is not being used precisely enough to adjust planning and provide work that has the right degree of challenge for pupils of all levels of ability. This is particularly true in the case of more able pupils as extension work is not always sharply defined or imaginative enough to make real demands upon them. Pupils' targets in English and mathematics do not always focus precisely on the specific skills needed to move on to the next stage. In their recent survey held by the school council, a lower proportion of older pupils than younger ones felt that their targets helped them to achieve success in their learning. Marking is variable: some is clear and constructive but there are other examples which give pupils little guidance on how they can improve their work.

The curriculum

Overall, and in Years 1 to 6, curricular provision is satisfactory. The school supports the pupils' learning outside of the school day and develops the range of their interests well. Overall, the school's accommodation and resources are good. Curricular provision is good in the Foundation Stage.

Main strengths and weaknesses

- The curriculum in English, mathematics and science provides well for pupils' good achievement.
- Curricular provision in the Foundation Stage is good.
- There are too few planned opportunities for pupils to develop their skills in writing and ICT in other subjects of the curriculum.
- Older pupils find the time allocated to lunch break too short to allow adequate time for recreation.
- There are weaknesses in provision for PSHCE particularly in Years 1 and 2.
- The school makes good provision for pupils with SEN.
- The school prepares pupils well for the next stages of their education.
- The Effective Early Learning Project enhances provision in the Foundation Stage.
- There is a good range of opportunities for pupils to enrich their experiences both in and outside the school day.
- Accommodation provides a very good environment for learning.

24. The curriculum is soundly planned against national guidelines to provide breadth and continuity in learning. In English, mathematics and science, planning is good and enables pupils to develop their skills and understanding effectively. However, there are too few opportunities for pupils to develop their skills in writing and ICT in other subjects of the curriculum. Time allocations are broadly in line with national recommendations. However, the school has already begun the process of discussing the extension of the school day which will provide greater flexibility. This reflects the concerns pupils expressed during the inspection regarding the brevity of the lunch hour and shortcomings in the structure of provision for PSHCE. During the inspection, PSHCE lessons in Years 1 and 2 were often used for getting ready to go home rather than for PSHCE. Schemes of work are in place for all subjects to guide planning. These reflect single age classes and mixed age classes where they occur. Cross – curricular plans have been established appropriately in numeracy but are unsatisfactory in literacy and ICT.

25. An appropriate range of clubs and after school activities and a good range of visits, visitors and special occasions enhance the curriculum. After school clubs include sporting activities where pupils cycle, play tag rugby, netball, football, short tennis and cricket. There are also drama, chess, cookery, dance and homework clubs. Pupils make visits locally and further afield and both Year 5 and 6 pupils have opportunities to have residential visits. In addition, the school arranges visits to

museums and theatres and also visitors to support special curriculum activities such as Book Weeks, art days and an African drumming day.

26. There are good arrangements for children to transfer into Year 1 and for pupils to move through the school and to their secondary stage of their education. Care is taken to ensure that children transferring to Year 1 have experiences of more formal approaches to learning before they transfer and that, in Year 1, some aspects of informal learning are retained. The school has very good links with local secondary schools to support older pupils' learning in mathematics and science and, at the end of Year 6, to introduce the methods and expectations that pupils will experience in Year 7. This provides pupils with a good level of confidence and a good foundation for their secondary education.

27. The standards and progress of children in the Foundation Stage compared with the findings of the school's previous inspection have been very much improved by the introduction of a wider and more appropriate curriculum and very good planning and assessment. All issues from the last inspection have been fully resolved. Planning includes the introduction of the Effective Early Learning Project which involves input from the LEA link advisor, the link governor, school staff and parents. The Foundation Stage manager has produced a high quality paper which shows how the theory which underpins how children of this age learn is put into operation in the school. Overall, curricular provision in Reception is good. It is particularly strong in personal, social and emotional development and physical development where it is very good. All other areas of development inspected provide a good curriculum. However, within communication, language and literacy, provision for children with EAL is satisfactory. In addition, some weaknesses in the implementation of the curriculum for the development of the children's knowledge and understanding of the world and their creative development were noted.

28. Curricular provision for pupils with SEN is good. The school ensures that requirements in statements of SEN are met. The independence and integration of these pupils are important factors in the ethos of the school and they take part in all that it offers. Support programmes like toe by toe, speed spell and Eurythmy are addressing pupils' needs effectively.

29. There is an appropriate number of teachers and support staff to meet the needs of the curriculum. The school has very good, well maintained accommodation that provides a very positive and attractive environment for pupils to learn. Classrooms are spacious and there are a good number of spaces where pupils can work individually or in groups. The building easily enables disabled access and disabled toilet facilities are provided. Outdoor accommodation is still being developed but already there are well maintained garden areas which include a Japanese garden and a vegetable garden.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is excellent.

Main strengths and weaknesses

- The induction arrangements for pupils in Reception are very good.
- Pupils who have SEN are very well looked after.
- There are very effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide good levels of care.
- Arrangements for monitoring pupils' personal development are effective.
- The involvement of pupils in the school's work is excellent.

Commentary

30. There are very good arrangements for children when they start at the school. The arrangements include preliminary visits to the school by both children and parents. These enable teachers to

gather information about the children and, as a result, children settle in quickly and make good progress.

31. Throughout the school, pupils with SEN are very well cared for and adults in the school ensure that their achievements are well recognised. The school draws upon the specialist knowledge of outside agencies effectively to support individual pupils' programmes of work. Very regular reviews of pupils' progress mean that their work is based on a good knowledge of their capabilities.

32. The school now has very good health and safety procedures. The headteacher is the designated person for child protection and for pupils in public care. She and two other senior members of staff have been recently trained and procedures are very effective. All staff and parent helpers receive short and very helpful guidelines. Staff are very aware of child protection issues and maintain logs of any concerns. Links with social services are satisfactory and those with the school nursing service are very good.

33. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are very good and all staff have been trained in first aid. Security is very good. Regular risk assessments are undertaken by the deputy headteacher and health and safety governor. Health and safety practice is good.

34. There is a strong bond of trust between pupils and all adults who work in the school. All pupils spoken to felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well and monitor their personal development effectively, through class files and reports. Assessment is used very well in the Foundation Stage and satisfactorily in the rest of the school, to respond to pupils' needs.

35. Pupils' views are sought consistently through the school council, circle time and assemblies: for example, as a direct result of school council discussions, pupils now have more involvement in the running of assemblies. Pupils in Years 5 and 6 are encouraged to initiate clubs that they run themselves with an adult present. In discussion, pupils felt confident that their views would be heard and acted upon.

Partnership with parents, other schools and the community

The school's links with parents and the community are good. There are good links with colleges, other schools and pre-schools.

Main strengths and weaknesses

- Most parents have very positive views of the school.
- The school provides parents with very good information.
- Parents of pupils with SEN work closely with the school.
- Good links with the local secondary schools have been developed.
- The school has good links with its local community.

Commentary

36. In response to the questionnaire, the majority of parents and carers expressed positive views on all aspects of the work of the school. However, a significant minority of parents expressed concerns about approaching the school with questions or complaints. The school recognises that this is an area which needs further investigation. This is discussed more fully in paragraph 48 of this report.

37. Information provided for parents is very good. The prospectus is attractively presented, instructive and easy to read. The governors' Annual Report to parents is clearly written and informative. Details about the work pupils are to cover are provided each term and home/school books are used well as a means of dialogue between school and home. The school provides a very good series of information booklets for parents, including details of the play pack library for pre-

school activities, Regular, lively newsletters keep parents well informed of events and teachers are always available for informal consultation at the end of the day. At review meetings in the autumn and spring terms, targets and concerns are shared with parents. Attendance at these meetings is very high. The school has run regular workshops over the last few years on a number of areas and these have been appreciated. All parents have signed the home/school agreement. Written annual reports are good: they give helpful information on the levels gained in core subjects against national levels, together with information on what children need to do to improve. Some parents expressed the view that reports were not easy to understand. However, the Parents' Association has recently helped to redesign them on the school's initiative.

38. A very good number of parents now help in school on a regular basis, in class and with extracurricular activities. The PTA supports the school very well through a variety of social and fundraising events and raises substantial sums to help the school.

39. There are good links with parents of pupils who have SEN and good involvement of parents and pupils in drawing up IEPs. Surgeries are held with parents either ongoing or short term to meet the specific needs of the child. The school has developed good relationships with the family of children for whom EAL. Some adult members of the family have attended the school with the children to ensure that the children understand school routines. The school makes good use of the services of the Ethnic Minority Achievement Services to communicate with the parents of pupils who are learning English and who have little English themselves.

40. There are good links with the local playgroup, with Bath University and with other primary schools in the local cluster. Strong links have been established with the local secondary school: transition units for Year 6 begin in the summer term, Year 5 pupils take part in science afternoons and more able pupils attend mathematics courses. The school is used well by members of the local community. Pupils regularly visit local elderly residents and support a range of charities.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are good. The leadership of the headteacher is good. Overall, the leadership of other staff with management responsibilities is satisfactory. Management is good. The governance of the school is good.

Main strengths and weaknesses

- The headteacher leads the school well.
- The school's self evaluation of its performance is rigorous and effective.
- There is in depth and effective analysis of assessment data.
- The school is fully committed to including all pupils in all activities.
- Some staff with management roles also give good support to the school's improvement.
- Strategic planning is a useful tool for the school's development.
- The governing body makes a strong contribution to the school's development.
- The monitoring of teaching has strengths and weaknesses.
- There has been a significant turnover of staff for valid reasons such as promotion.
- Some parents have the perception that approaching the school is difficult.

Commentary

41. The good leadership of the headteacher is shown clearly, for example, by the fact that the school has done well since it was last inspected. The key issue for action from the 1999 inspection relating to assessment and progress for children in Year R has been addressed very well. Provision of first aid, DT, ICT and accommodation has been addressed well. Strengths in leadership, management, teaching and learning have been maintained. Standards have risen and there have been improvements, for example, in provision for the pupils' care, welfare, health and safety which is now very good rather than satisfactory. Attendance, although still well above the national

average, is not as good as it was in 1999. In individual subjects, improvement has been good in two, satisfactory in seven and unsatisfactory in one.

42. A particular strength of the school's management is the accuracy and objectivity of its self-evaluation. In all but four instances, the school's judgements of its performance mirrored those of the inspection. These included all the most important judgments such as standards, achievement, teaching, learning, leadership and management. In the instances where different judgements were made, these were never more than one grade apart. In one instance, care, welfare, health and safety, the findings of the inspection were higher than the judgement of the school. Another very strong feature of the school's management is its sophisticated analysis of assessment data. These data allow the school to judge pupils' standards and to predict and measure their progress. At the same time, they are easy to understand and interpret. The school reports that the data are used to set targets for improvement in the pupils' achievement in the teachers' performance management process. The inspection judged that this was evident in classroom practice. The school is also involved in a significant number of developments with external authorities which bring objectivity and academic rigour to its management. Of particular note, is the "4R's" project which encourages pupils to understand how they learn and to develop these skills.

43. These factors greatly assist the school in realising its commitment to ensuring that all pupils are fully included in all aspects of the school's life. Some parents indicated that the school had shown favouritism when, for example, selecting pupils to take part in some activities. The inspection found no evidence to support this view. Indeed, when these perceived instances had been brought to the attention of the school, it was able to show that it had investigated them thoroughly and instituted appropriate procedures to remove this perception.

44. All staff work hard to support the headteacher and some staff with management roles provide very good support. These include the deputy headteacher both in this role and in the role of Foundation Stage lead learner. Other examples of good leadership include the special educational needs co-ordinator (SENCO) and the subject lead learners in mathematics and science. In a significant number of cases, subject lead learners are too new to their roles to have realised their potential. The leadership and management of PSHCE is unsatisfactory.

45. The school improvement plan is comprehensive and is well linked to the school's aims. It sets out suitable priorities for the next four years which are supported by appropriate action plans and is carefully linked to the school's finances. The plan is a good management tool for improving the school and helping staff to work together in a co-ordinated way for that purpose. The governors are involved in monitoring the implementation of the plan and the strategic development of the governors' functions is included in it.

46. The governance of the school is good with a significant number of very good features. The governors have a good grasp of the strengths and weaknesses of school. This knowledge is obtained in a range of suitable ways, for example, visiting the school and gaining information from the analysis of assessment information. They act as effective critical friends because of this understanding and have, for example, drawn the school's attention to inconsistencies in target setting. Their understanding of the school also enables them to play an effective part in its self evaluation. The governors make good use of training and their own skills and evaluate and revise their functions. The futures group plans the development of their practice. The governors have ensured that all statutory requirements are met and that financial management is rigorous and prudent. A three year budget which is carefully linked to educational priorities is set and the school's financial reserves are kept at an appropriate level. The governors have compared the school's spending with that of other schools. This comparison, for example, led to the saving of a significant amount of money on the school's water bill through discovering that school's costs were high which led to the finding of a major leak in the plumbing. Governance is judged to be good as the school's management, teaching and learning are good and the pupils reach above average standards.

47. Teaching and learning are monitored regularly through classroom observation particularly by the headteacher. A significant strength of these observations is the fact that strengths and weaknesses

are identified and are discussed with teachers. This recognises what is done well and also promotes professional development. However, too few subject lead learners monitor classroom practice directly. Some analyse teachers' planning and pupils' work. However, the examples of monitoring of pupils' work seen during the inspection lacked sufficient rigour. Furthermore, many of the overall grades given when teaching and learning were monitored by direct observation were over generous and did not match the evidence gathered. Additionally, although these classroom observations of teaching and learning recorded an overall judgement of the standards reached by the pupils and their achievement, these judgements were not sufficiently quantified. The accurate detailed judgement of the pupils' achievement is fundamental to making a precise judgement of the quality of teaching and learning.

48. Some parents expressed concern at the high level of teachers leaving the school. This concern was investigated in great detail by the inspection team. The unanimous judgement is that this movement is due to normal factors which are beyond the school's control and that the school has managed the consequences of the movement well. In order to reach this conclusion, detailed reasons why teachers had left were obtained, interviews held by the school when teachers left (exit interviews) were read and meetings were held with teachers leaving at the end of this term. Indeed, exit interviews were seen to have been used as a means of developing and improving the school's provision. Nevertheless, the inspection team feels that exit interviews could usefully be developed further. For example, the outcomes could be made known anonymously to some governors and those leaving could be allowed to choose how they wish to provide the information and by whom they would like to be interviewed if they choose this method.

49. Parents are generally fully supportive of the school. For example, they identified strengths in teaching and the fairness with which staff treat pupils. However, some concerns were raised by a significant minority of parents. The most common concern was about communication, especially with the senior management. The parents involved expressed their views very forcefully, lucidly and, in some cases, at great length often stressing what they saw as defensiveness on the part of the school to anything which was seen as criticism. The view was a theme that was common at the pre inspection parents' meeting, on the parents' questionnaires and in the letters that they wrote to the team. Nevertheless, the evidence available did not allow the inspection to make a secure judgement about this issue and the school's complaints files were correctly maintained. However, the inspection team and the school acknowledge the negative perception that some parents have and the school agrees that it is a matter which would bear further investigation. Broader evidence adds some weight to this outcome. For example, the governors' survey of the parents showed that 47 percent were unaware of the complaints procedure although the governors have since issued a new one.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1,028,072	Balance from previous year	85,551
Total expenditure	1,103,565	Balance carried forward to the next	40,931
Expenditure per pupil	2373		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**

50. There are very good induction arrangements for introducing children to school and this means that they all get used to their daily routines quickly. Links with the on site nursery school are also good. Attainment on entry to the Reception class for the current year is overall average. There were 55 children in the Reception class, at the time of the inspection, all attending full time. Most children achieve well, including those of higher ability and those with SEN. Two recently arrived children who have EAL are making satisfactory progress. Apart from these two children, many children are likely to achieve the recommended goals by the time they enter Year 1 and a significant majority are already working on National Curriculum tasks.

51. The quality of teaching and learning is good overall and is very well supported by teaching assistants, a very wide range of resources and very good accommodation both in and out of doors. Lessons are planned well and very detailed records of children's progress and individual development are generally used very diligently to respond to individual children's needs. These records are also used to identify children who need extra help or those of high ability. Reception class teachers are well qualified and experienced. The Foundation Stage is very well led. There has been a very good improvement in the school's provision in the Foundation Stage since the school was last inspected.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- Children achieve very well due to careful, close attention and the very early introduction to this aspect of learning.
- Provision for personal, social and emotional development is evident in all areas of learning.
- All staff act as very good role models for children's personal and social development and relationships are also very good.

52. The quality of teaching and learning in this area of learning is very good and all children achieve very well. A very good emphasis is given to children's personal, social and emotional development through all aspects of their school life, for example, when they participate in the 'Creativity' afternoon with the older members of the school. The everyday routines established in the classroom and outside areas help children to feel secure and demonstrate the independence shown during the inspection. Children participate in activities which they select independently from a range of tasks at certain times of the day and show a good knowledge of their learning plans which help them to do this. On some occasions, however, the children do not use the coloured band system which helps the teacher to monitor the use of activities. The children quickly learn to share equipment and to listen when others are speaking. Relationships between children and adult staff are very good and all adults provide very positive examples of how to behave. Children are attentive and well behaved in lessons. This is also particularly noticeable when they attend assemblies. They are growing in confidence and have developed the ability to co-operate with others. All children are on course to exceed the expected goals in this area of learning before they enter Year 1.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Staff make every effort to engage children in conversation, during all aspects of the school day, in order to develop their speaking and listening skills.
- Teaching and learning in this area of learning are good.
- All children are attentive and respond well in their lessons.
- Provision for children with EAL is not as good as it is for other children.
- Work is not always matched well enough to the needs of all pupils.

53. Almost all children are likely to meet the expected goals in this area of learning by the time they leave the Reception group due to good teaching by all staff. A significant majority are already working on National Curriculum activities during the summer term. Children make good progress in developing new skills in speaking and listening, reading and writing, for example, nearly all children can recognise their own names on registration cards and coat pegs when they enter school in the morning. Most children are confident speakers and this is due to staff engaging them in conversation at every sensible opportunity. Children with SEN receive very good support both in and out of the classroom. All children show a good appreciation of books. They listen carefully and speak well when they share their ideas.

54. In the short time in which the two children in Reception who have EAL have been the school specialist staff have advised teachers and teaching assistants on suitable methods of teaching these children. It is intended that this training will be continued in the future so that the school develops the expertise it needs to cope with the requirements of these children fully. Currently, the provision for these children is satisfactory and their knowledge of basic English is growing suitably. The school is working well with the families of these children.

55. Overall, teaching and learning in this area of learning are good and the children achieve well. In the lesson seen, the good quality of relationships and of the children's attitudes supported good achievement. The pupils were also fully involved in the introduction to the lesson as some of them held cards which had to be made into a sentence with a question mark at the end. Lower attainers were well supported by a teaching assistant and suitable provision was made for children who spoke EAL. Nevertheless, the planning of the lesson was not detailed enough to ensure that the needs of individuals were always met. As a result, not all children were fully challenged or extended in practice.

Mathematical development

Provision for mathematical development is **good**

Main strengths and weaknesses

- Children achieve well in their development of mathematical skills.
- The teacher uses good, practical activities to develop children's mathematical awareness and skills.
- Children, including those with SEN, are very well supported.

56. The quality of teaching and learning is good and all children achieve well. Most are able to count to 100 in tens by sitting in a circle and passing round a woollen mouse to count in turn. A few can count on in tens up to higher numbers. All children can count up to 40 and they use hand movements, led by the teacher and teaching assistant, to enhance their learning. The children are

beginning to develop the ability to estimate the number of cubes on a tray after a quick look and most understand that if extra cubes are added then the estimated number must be more than the original one. Various construction resources are used for children to build bridges and houses

using their mathematical skills. Extension tasks are provided for pupils of higher ability and those with SEN are well supported by adult helpers and teaching assistants. In the short periods of formal numeracy, all listen and answer well to any questions from the teacher. Most children are likely to achieve better than average standards in their mathematical development before they enter Year 1 and many are already working on National Curriculum requirements.

Knowledge and understanding of the world

Provision for knowledge and understanding of the world is **good**

Main strengths and weaknesses

- The children are well taught.
- Children do well in this area of learning.
- A good range of experiences is made available to the children.
- Adults do not always support the children's development as effectively as they might.

Commentary

57. An observation of a lesson and scrutiny of children's work and displays indicate that the quality of teaching and learning is good. Children are provided with a good range of experiences to explore and create. Many children are on course to reach at least the expected goals for this area of learning. This represents good achievement. Teachers make good use of the school environment both in and out of doors to encourage children to look closely at similarities and differences and to talk about them.

58. In the lesson observed, children were reminded about the boats they had already built leading to a discussion about the reasons that make things float. The effects of sinking and floating were demonstrated in a water tray. The children were asked, 'How can we make the boat move, without using our hands?' They suggested the wind and were encouraged to blow through a straw to make the boats move. Some children recognised that a wooden boat required more force than a plastic boat. The introductory session to this lesson was too long and some children became restless as a result. In the boat building and floating group activities following the initial input on this topic, the children made sound progress and were, generally, suitably supported by adults. However, on occasions, the children were over directed and the work of these groups was not monitored sufficiently. The other children undertook a good range of activities both inside and outside the class. Those outside the class were well supported by the teacher. The activities inside the classroom were all, essentially, initiated by children from the resources provided. There was no evidence that the children had been given a structured challenging task to perform in any of their free choice activities. Furthermore, no adult intervention in this aspect of the children's learning in order to extend their development was seen.

Physical development

Provision for physical development is **very good**

Main strengths and weaknesses

- Children's standards are well above those expected in all aspects of their physical development.
- The quality of teaching and learning is very good.
- Resources are used well to enhance children's physical development.

Commentary

59. One lesson of physical development was observed during the inspection. Judgements from this lesson and observations of children participating in other activities indicate very good achievement

and standards that are well above average due to very good teaching and learning. A wide range of resources including beanbags, quoits and large balls are used to further develop children's catching, throwing and aiming skills. The teacher and adult support were all actively involved in the lesson supporting and demonstrating good practice. However, the children were not reminded about the importance of not bunching together in a confined space like the hall. Other aspects of physical development observed included children's safe use of tools, equipment, construction and malleable material with good, well developed control.

Creative development

Provision for creative development is **good**

Main strengths and weaknesses

- Children receive a wide range of suitable opportunities.
- The attractive learning environment encourages their development.
- The children make imaginative use of the resources they are given.
- 'Creativity' afternoons broaden their experiences but the work is not always well tailored to their needs.

Commentary

60. Creative development lessons involving groups of Reception children were observed during the inspection and a scrutiny of children's work, displays and short observations also took place. This evidence indicates that teaching and learning in this area of learning are good. As a result, standards are above average and achievement is good. The bright and colourful wall displays indicate good opportunities for children to explore colour, texture and shape in nearly all the areas of learning. Children showed a good ability to use their imagination in their role play and in independent work, for example, in the outside activity area and the large cardboard boat in the classroom.

61. The lessons observed during 'Creativity' afternoon sessions showed that Reception children benefited from working and co-operating with older children socially. It also gave them access to a range of activities which included sewing and cooking. The children enjoyed this work and made satisfactory progress. However, there were weaknesses in the provision made for them. These weaknesses were apparent to a greater or lesser degree in all of the 'Creativity' afternoon activities involving Reception children which were observed. Very positive relationships existed between the mixed aged groups in all the classes. However, this was not always fully exploited by the teacher and it was not totally clear at which age group the teaching was pitched. As a result, the needs of the Reception children were not fully catered for.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Overall provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in speaking and listening across the school.
- Teaching is good overall and enables pupils to achieve well in reading and speaking and listening.
- Standards in writing are average and lower than the two other areas of English because teachers do not use assessment information sufficiently rigorously.
- There are weaknesses in the development of writing and standards of presentation and handwriting across the curriculum.

- Leadership and management in the subject are good and lead learners have a good understanding of the strengths and weaknesses of the subject.

Commentary

62. Overall standards in English are above average and all pupils including, those with SEN, achieve well. This is because teaching is good. In the school's previous inspection, similar judgements were made overall but standards in writing are now lower in both Year 2 and Year 6. Standards in Year 2 and Year 6 are now higher than in the national tests for 2004. This is because speaking and listening are included in inspection judgements but also because in Year 2, recent initiatives and improvements in the teaching of phonics in the Foundation Stage have begun to have an impact as pupils move through the school. Initial indications are that inspection judgements are similar to the national test results for 2005 in both Years 2 and 6.

63. Standards in speaking and listening are above average in both Year 2 and Year 6. Throughout the school, pupils listen appropriately and, in a number of lessons, they pay good attention. This is because teachers have clear and consistent expectations for pupils' listening and good habits are sustained throughout the school. Pupils also listen well to each other in their pair and group work. There are good opportunities for pupils to respond to questions and to contribute ideas to class discussions. This enables them to develop a good level of confidence in lessons. In addition, teachers ensure that there is a good focus on developing the range of pupils' expressive vocabulary throughout the school. By the time pupils reach Year 6, they are able to give thoughtful and often well detailed and mature responses. Pupils have an appropriate range of opportunities to speak to wider audiences, such as the opportunity for Year 6 pupils to present their reports on their recent residential visit to Stackpole to the whole school and parents.

64. In reading, standards are above average in both Year 2 and Year 6. Pupils throughout the school are confident in the use of the library because they have regular and well organised opportunities to choose their own books. In Year 2, most pupils are secure in their knowledge of phonics to help them identify unfamiliar words. Most pupils are able to give a brief account of the books they are reading and some more able pupils are reading fluently and with confidence and are able to talk about favourite authors and the books they enjoy reading. In Year 6, most pupils read confidently and with a good regard for meaning and expression. They are able to talk confidently about books they have enjoyed reading and the features they think have contributed to that enjoyment. Higher order reading skills such as reading for inferred and implied meanings are developed well in lessons and well organised guided reading sessions contribute effectively to pupils' skills and experiences.

65. Standards in writing are average across the school. The school correctly identifies the need to make the development of pupils' writing skills a priority. In both Year 2 and Year 6, a good proportion of pupils reach average standards but the proportion of pupils reaching the higher levels is below average. The rate at which pupils develop their skills is not consistent and this reflects some inconsistencies in teachers' expectations and the marking of pupils' work. Standards of presentation and handwriting are variable across the years and this means that, by Year 6, pupils are not all achieving a neat fluent and efficient style of writing.

66. In Year 2, pupils write for an appropriate range of purposes, including diaries, news, poems, instructions, narrative and descriptive writing. Most pupils' writing shows an awareness and use of simple sentence structures and communicates meaning clearly. However in the writing of both higher attaining and average pupils there are weaknesses in the use of basic punctuation and the consistent spelling of both simple and more complex vocabulary.

67. In Year 6, pupils' writing covers a suitable range. Pupils use a good variety of methods to plan their work and more able pupils are confident in the organisation of their work for different purposes. A recent example of report writing was well structured, using clear paragraphing and an appropriate range of expression. However, the writing of pupils of all abilities has a variable level of accuracy in spelling and an inconsistent accuracy of punctuation. Only a few pupils use formal language confidently and the writing of average and lower attaining pupils has a mainly conversational style.

68. The quality of teaching and learning is good overall. There was no unsatisfactory teaching. This represents an improvement since the last inspection when teaching was judged to be satisfactory. In all the teaching seen, there was a clear emphasis on developing the range of pupils' vocabulary and this develops pupils' confidence in using descriptive language well.

69. The qualities of the best teaching are well illustrated in a very good lesson in a Year 5 class where pupils were comparing two ghost stories they had read in class. The teacher's strong insistence on good, active concentration, her challenging use of questions and rigorous and high expectations for pupils' thinking and their responses, enabled pupils to engage in a lively discussion of what constituted a good ghost story. As a result of the good pace of the lesson, the teacher's clear explanations and her obvious interest in pupils' reactions, pupils were able to develop their understanding of the genre and their preferences very well.

70. Where teaching has weaknesses, they are concerned with the pace and timing of parts of the lesson and the match of activities and teachers' expectations to the abilities of the pupils. Teachers mark pupils' work giving good encouragement and support but the focus on helping pupils to improve their writing is too variable. In the best marking, pupils are given brief but very clear explanations of how they can improve and the teacher reviews these comments in the next pieces of work and links comments to pupils' individual targets. There is good involvement of pupils in discussing their targets but the focus is not sufficiently rigorous nor are they always reviewed regularly which weakens their support for pupils' progress.

71. Leadership and management in the subject are good and there has been a satisfactory improvement in provision in the subject since the school was last inspected. The lead learners are senior members of staff who have a good overview of the subject and the quality of teaching. They have identified clearly and relevantly how the subject needs to develop further. Assessment in the subject is satisfactory overall. There are good systems and procedures particularly for the assessment of writing but the use of information from assessment is not sufficiently rigorous to ensure that the rate at which pupils progress is consistent from year to year and in all classes in the school. Pupils are benefiting from the recent developments in the library provision. The lead learner of the subject has a clear vision for its future development and its support for pupils' learning.

Literacy across the curriculum

72. The development of pupils' speaking and listening and reading skills in other subjects of the curriculum is satisfactory. Teachers use questions well to encourage pupils' responses and their engagement with written texts. However, there are too many missed opportunities to develop and consolidate pupils' writing skills in subjects such as RE, history and geography, particularly in Years 1 and 2.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Standards are above average at the end of Years 2 and 6.
- The quality of teaching and learning is good.
- Pupils with SEN are supported well in their learning.
- Teachers have established very good classroom routines to enable pupils to make good progress.
- Teachers' marking of pupils' workbooks does not always encourage pupils to develop their knowledge and understanding of mathematics.
- The subject is well led.

Commentary

73. Standards are above the national average in the current Year 6. This is similar to the 2004 national test results and in line with the judgement of the last inspection. Pupils' achievement is good. There are no significant differences in the attainment of boys or girls when a three year average of attainment is considered.

74. In the current Year 2, standards are also above average. This judgement indicates a big improvement on the 2004 national test results and is in line with the findings of the previous inspection. The improvement is because the school has identified and suitably addressed weaknesses in the teaching of mathematics for younger pupils. There are no significant differences between the performance of boys and girls in this year group. Pupils' achievement in lessons and over time is good.

75. The quality of teaching and learning is good. In the lessons observed, one was very good, three were good and one was satisfactory. In the analysis of pupils' past work, all teaching and learning were judged to be good. No unsatisfactory lessons were observed. Teachers plan their lessons well but some lessons lack enough pace and challenge to maximise the pupils' progress. Pupils with SEN are well supported by suitable work and experienced teaching assistants in all aspects of their mathematics.

76. All teachers use resources well to give pupils 'hands on' experience of mathematics. In a Year 2 lesson, the teacher shared the lesson objectives with the class to ascertain their previous learning. The lesson was well paced as pupils were encouraged to use their mental skills to make number sentences from a given number. All the pupils were eager to participate and accordingly achieved well in their halving and doubling skills. Year 5 pupils are set for ability in their mathematics lessons and, in the middle and lower groups observed, good inclusion policies took place. In the middle group lesson, pupils' ability to explain their reasoning was encouraged very well, 'Good mathematicians know why, not just how,' said the teacher. The lesson was very well paced and challenging and pupils achieved well and reached above average standards in their knowledge and understanding of percentages. Year 6 pupils achieved above average standards in their knowledge and understanding of missing angles in straight lines and triangles. Although they had used protractors in a previous lesson, the observed session was concerned with finding the angles by using their problem solving skills. The planning was well matched to all pupils' different abilities to enable them to achieve well.

77. In all the lessons seen, pupils who have SEN were given a good level of support by teachers and support staff. In an analysis of the work books of all age groups, teachers planned appropriate work for different abilities, but not all teachers' marking was helpful enough to enable and encourage their pupils to move forward.

78. Most teachers have established very good classroom routines. As a result, pupils behave very well, remain on task and are keen and interested in mathematics, leading to their overall good progress in the subject. Pupils' progress is better in those lessons which are fast paced and challenging. In the few that are not, pupils become inattentive and their learning slows down. Homework is regularly set and is matched to pupils' work in classrooms. Comprehensive assessment by class teachers is used well to plan lessons and for responding to the needs of individual pupils. For example, in both Year 5 lessons observed, teachers had made notes on the previous day's planning: one to move forward more quickly and the other to repeat the previous day's lesson because she had assessed that pupils' understanding of the topic was not complete.

79. Leadership and management in the subject are good. The subject lead learner is very well qualified and experienced and has already analysed and assessed national and optional test results. Individual pupil target tracking has been introduced for all year groups and this is well developed to ensure that targets and predictions are accurate and useful. Resources for the subject are good and are well used in all aspects and areas of mathematics.

80. Standards at the time of the last inspection were reported as above average at the end of both key stages. These standards have both been maintained and the quality of teaching and learning

has also been maintained. Accordingly, improvement in the school's provision for mathematics since the last inspection is judged to be satisfactory.

Mathematics across the curriculum

81. The use of ICT to support the pupils' learning in mathematics is satisfactory. Several examples of the use of mathematics in other curriculum subjects were evident during the inspection. These included pupils' work in ICT, science, geography and PE. Mathematics also plays a large part in the DT curriculum. All teachers are eager to promote speaking and listening in the subject and they encourage the use of appropriate mathematical vocabulary. Some data handling work has been produced by using ICT but only Year 6 teachers have the use of interactive whiteboards in their mathematics lessons.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards at the higher levels have improved in Year 2.
- Pupils in Year 6 have made good progress.
- Pupils in Year 6 are confident when discussing the subject.
- Curricular provision is broad and is enhanced by links with secondary schools.
- Cross-curricular links are not well developed.
- The subject lead learner is knowledgeable and enthusiastic.
- Assessment produces are not fully developed.
- Monitoring of teaching and learning is not sufficiently rigorous.

Commentary

82. Standards in science in Year 2 are average which is the same judgement as that made by the school's 1999 inspection. This represents satisfactory achievement which is promoted by satisfactory teaching and learning. In 1999, and in the 2004 national assessments by teachers, below average numbers of pupils reached above average levels. This has improved so that the judgement of this inspection is that the proportion of pupils reaching the higher Level 3 is within national norms. The evidence shows that pupils have greater understanding of living things and physical processes compared with their knowledge of materials and investigative science. This was confirmed in conversations with pupils who were particularly informative about their bean diary and their work with magnets which they had clearly enjoyed.

83. Strengths in the quality of teaching and learning in Years 1 and 2 included relationships, management of the pupils and explanations so that they understood what they had to do and the scientific processes involved. The variety of the tasks and the use of the school grounds interested the pupils who worked hard and behaved well. The most significant weakness was inadequate provision for the more able who were not fully challenged by the work they were given.

84. Standards in Year 6 are above average. This represents good achievement based on good teaching and learning. This is the same judgement as that made by the school's 1999 inspection. However, it is an improvement on the average standards reached in the school's 2004 end of Year 6 national tests. This improvement is due to the effect of the school's efforts to raise standards in this subject. These include teaching Year 6 pupils in groups based on ability and ensuring that the Year 6 teachers have a good knowledge of the subject. In addition, Year 5 pupils make use of the specialist scientific facilities offered by a local secondary school which broadens their knowledge of the subject.

85. The analysis of the pupils' work and conversations with Year 6 pupils showed clearly that all aspects of the curriculum in the subject are well covered especially in Years 3 to 6. They talked

confidently about carrying out experiments and making predictions based on their scientific knowledge. The pupils understand the functions of the main human and plant organs and they know how to separate mixtures such as salt and water. They are well aware of why night and day occur but are less clear about the effects caused by the earth's orbit of the sun. Their good use of appropriate scientific vocabulary was natural and effective. Pupils made it clear that they looked forward to science lessons and particularly liked carrying out experiments.

86. Strengths in the quality of teaching and learning in Years 3 to 6 included strong knowledge of the subject and work that was stimulating, fast paced and consistently challenging so that the pupils learnt difficult concepts well. The most important shortcoming was some over direction of investigative work.

87. Throughout the school, there was very little evidence of the use of ICT by the pupils to support their learning in science. The work in their books and displays of the subject showed no significant application of ICT. Conversations with the pupils and examination of some of the work they had stored in their ICT files confirmed this. Use of the pupils' writing skills is also less well developed than it is in many schools especially in Years 1 and 2. In Years 1 and 2, the presentation of pupils' work is very variable with significant amounts being too untidy. Presentation in Year 6 is often good and work is well and constructively marked. In Years 1 and 2, there was limited application of the pupils' numeracy skills in science. In Years 3 to 6, numeracy skills were used satisfactorily in science, for example, in graphs, tables and tally charts.

88. The subject lead leader is in her second year in the role and provides good leadership. The subject action plan has successfully focused on raising standards. Areas for future development in science include improving assessment procedures and establishing links with local businesses. Current improvement in the subject is good. However, comparison with the findings of the school's 1999 inspection shows that standards and the quality of teaching and learning were the same as they are now and that assessment procedures were better. Improvement since that inspection has, therefore, been satisfactory. The subject lead learner has monitored provision in the subject by the analysis of displays and through team teaching. However, she does not regularly monitor teaching and learning through classroom observation.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision has improved significantly since the school's last inspection.
- Progress in Years 1 and 2 is good.
- Most aspects of the ICT curriculum are well developed.
- The pupils are confident and enjoy this subject.
- The subject lead learner is keen and well-informed
- The monitoring of teaching and learning is under developed.
- The pupils' use of ICT to support their learning in other subjects is not as well developed as it is in many other schools.

Commentary

89. When the school was inspected in 1999, standards in Years 1 to 6 were below average and the full requirements of the National Curriculum were not met. Additionally, the use of ICT in other areas of the curriculum was unsatisfactory. Since then, the school has expended significant effort and resources on improving provision in this subject. As a result, achievement is satisfactory by the time that pupils leave the school and standards are average. The use of ICT in other subjects is now satisfactory.

90. In Year 2, standards are above average and achievement is good. This is because teaching and learning are good in Years 1 and 2. In the lessons seen, pupils controlled floor robots skilfully and, in many cases, were able to program them to go exactly where they wanted them to. The strengths of teaching include good knowledge of ICT, giving clear and precise instructions and matching challenging work carefully to the needs of the pupils. As a result, the pupils work hard, behave well and make good progress. A relative weakness in teaching is that introductory activities are sometimes longer than necessary which slows down the pace of learning and reduces the pupils' "hands on" time. The analysis of the pupils' work shows good competence in other aspects of ICT. For example, Year 2 have produced and interpreted bar graphs and pictograms. The pupils have also found information about the rainforest, produced works of art using a suitable program, experimented with a musical keyboard and word processed their work.

91. In Year 6, standards are average and achievement is satisfactory. This is because teaching and learning are satisfactory in Years 3 to 6. In a Year 6 lesson, pupils were mainly able to create a procedure to control an on screen turtle by using the repeat instruction by the end of the lesson. Control technology is an area which the school had identified as being an area of weakness. However, it has successfully addressed this issue. Analysis of their work and discussions with pupils showed that they had constructed and interrogated databases, developed ideas using text and images and obtained information from the internet. Areas of relative weakness in the pupils' use of ICT included using sensors to monitor the environment and sending E mails. When the school was last inspected the use of E mail was seen as a strength. Strengths of the teaching in Years 3 to 6 include establishing a good working atmosphere, ensuring that the pupils understand what they have to do and making good use of the school's good resources. Relative weaknesses in teaching are over direction and giving generalised advice on how to improve without following it to see that pupils act on it.

92. In the school's survey of the pupils' opinions, ICT was one of their favourite subjects throughout the school. This was evident in the way that most of them applied themselves during their lessons. Throughout the school, they showed confidence and suitable skills for their age when working on computers. For example, they understood a range of basic keyboard commands and used a mouse controller with assurance. They worked together well co-operatively and were not afraid to make and learn from mistakes. The pupils use the school's computerised library system with poise and self confidence. They also use suitable technical vocabulary relating to this subject naturally and appropriately. Their basic keyboard operating skills are varied although most rely on two fingers. The school has run an ICT club during which touch typing skills have been taught to help the pupils to improve these skills. In conversation with the pupils, their understanding of the range and breadth of ICT was largely restricted to computers and a few linked devices such as printers and scanners.

93. The management of the subject is good. Standards have risen since the school was last inspected. The subject lead learner has a good action plan which has the main purpose of raising the attainment of staff and pupils to above national expectations. In the last year, the school's ICT suite has been further developed, the subject policy has been reviewed and a technician has been employed. In addition, pupils have been interviewed to help to shape the direction of the subject's development. Formal monitoring of ICT lessons was scheduled for the spring and summer terms 2004 but this has not yet taken place. This was part of the key issue for action for improvement in the subject in 1999. Although it has not been sufficiently addressed in the six years since that inspection, and even though there are still some weaknesses in the curriculum and in the use of the subject in other curricular areas, improvement in the school's provision for ICT since 1999 is judged to be good.

ICT across the curriculum

94. Overall, the use of ICT in other subjects of the curriculum is satisfactory. When the school was inspected in 1999, the use of ICT in other subjects was unsatisfactory. Teachers frequently make good use of ICT to assist the pupils' learning in most subjects largely through their productive use of interactive whiteboards or projectors. However, the use of ICT in other subjects by the pupils is

much more variable. There are examples of ICT skills being used to help the pupils' learning in most subjects but these are never better than satisfactory. There was little evidence of what pupils had done in other subjects either from displays of work or work which the pupils had recorded or saved. For example, in history, pupils have found information about the Tudors from the internet and, in geography they have produced posters about Italy which combine text and graphics. In addition, the use of ICT in English, for example, for word processing, in mathematics, for example, data handling and in art is satisfactory. The use of ICT by the pupils to support their learning in science is unsatisfactory. Overall, the use of ICT across the curriculum is not a natural, regular and in depth part of the pupils' learning in other subjects. This was part of the key issue for action in the subject when the school was inspected six years ago.

HUMANITIES

95. No lessons in **history** were taking place during the inspection so there was not enough evidence to make reliable judgements about overall provision or the quality of teaching and learning. From an analysis of pupils' work, displays and talking to pupils and teachers, indications are that standards are average in both Year 2 and Year 6. In Years 1 and 2, teachers effectively channel the natural curiosity and enthusiasm of young pupils about the past. Pupils construct simple timelines to show events in their lives so far. They also soundly develop their sense of time and change by comparison with the past in the stories of Grace Darling and Guy Fawkes and the Gunpowder Plot. They also know why so much of London was destroyed during the Great Fire and make a timeline of events. In Year 3, pupils have looked at the impact of invasion and the way of life in Roman Britain while Year 4 pupils have studied life for children in World War II. In good links with other subjects, pupils in Year 5 have enjoyed looking at stock characters from the Commedia dell'Arte and comparing them with their modern equivalents. In their study of Tudor times, pupils in Year 6 have explored the power and influence of Henry VIII and the gulf between the lives of the rich and poor. An analysis of work showed that, in general, the range and depth of pupils' recorded work are too limited and do not sufficiently develop pupils' scope and imagination as writers. The school takes its name from King Alfred's hunting lodge on land which was once part of Pewsham Forest. Such associations help to bring history to life for pupils.

Geography

Provision in geography is **satisfactory**

Main strengths and weaknesses

- Improved curriculum planning and assessment since the last inspection.
- Residential visits for the older pupils enhance the curriculum.
- Same level of work for all indicated in lesson planning.
- The slow pace of some lessons means that pupils' progress is not maximised.

Commentary

96. Pupils' standards are average at the end of Years 2 and 6. This judgement is reached by observing two lessons and an analysis of pupils' work and classroom displays and discussion with pupils from Years 2 and 6. This also indicates satisfactory achievement by all pupils which is based on satisfactory teaching and learning. This judgement is broadly in line with the findings of the previous inspection and indicates satisfactory improvement in the school's provision for geography since its 1999 inspection.

97. In the one Year 6 lesson observed, pupils began their lesson by looking at a small photo-copied map of the River Orinoco region. The teacher used an interactive whiteboard well to illustrate the location of the river on a world map and the annual rainfall and temperature in the region. The lesson was well related to a previous video recording about the lives of the Piarou and Warao people and how they used the river compared with the use of rivers in the United Kingdom. A sound use of appropriate geographic vocabulary was apparent. Although the pace and challenge of

the lesson were too slow all pupils achieved satisfactorily. An analysis of the pupils' work in geography throughout the school also indicated Years 5 and 6 pupils' study and comparison of other locations linked to their residential visits. In the Year 3, lesson pupils were developing the ability to compare different locations when they compared Perth in Australia to Chippenham. They knew that Australia is a great deal bigger than England and why people had only settled in certain areas in Australia. Planning was fairly detailed but showed the same level of work for pupils of all abilities. Pupils in Years 1 and 2 also demonstrate a sound awareness of other localities in their work on island homes and the seaside.

98. Leadership and management in the subject are satisfactory. The geography lead learner is keen and enthusiastic about the subject and has introduced a scheme of work linked to a nationally recommended scheme to ensure progression of pupils' learning in all age groups. Assessment cards have also been introduced which are levelled for National Curriculum requirements. A scheme of work for this subject has also been introduced since the school was last inspected. The geography curriculum is enhanced by residential visits by pupils from Years 5 and 6 and parent visitors from different parts of the world. The school grounds are used well for various geographical projects including work about the recent building project.

RELIGIOUS EDUCATION (RE)

Provision in RE is **satisfactory**.

Main strengths and weaknesses

- Good relationships give pupils the confidence to express their views.
- Pupils are taught to respect religious and cultural diversity.
- They are aware of the significance of religious symbolism.
- Pupils are given plenty of opportunities to discuss important issues but there is not enough written work.
- Unsatisfactory improvement since previous inspection.
- Not enough visits or visitors to give pupils another perspective on the subject.
- Good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

99. In both Year 2 and Year 6, pupils' attainment is in line with the expectations of the locally agreed syllabus and achievement is satisfactory. The very good ethos of the school where pupils are expected to help one another and learn together supports teaching and learning in the subject effectively. Evidence was taken from lesson observations, looking at pupils' work, the subject lead leader's portfolio and displays and talking to teachers and pupils.

100. No lessons were seen in Years 1 and 2 so no judgement about teaching and learning can be made. Teaching and learning are satisfactory in Years 3 to 6 although there was good teaching overall in lessons during the inspection. Teachers involve pupils in their work sensitively and use searching questions to develop their responses and their thinking. This means that pupils explore the values and beliefs of some of the major world religions such as Christianity, Islam and Judaism and reflect on how these teachings might be relevant to their own lives. They have explored the simple meaning of parables like *The Good Samaritan* and *The Lost Sheep* with their universal messages of love, kindness and forgiveness. Pupils in Years 1 and 2 have learned about caring for others, the stories of Christmas and Easter, and the importance of prayer to Muslims and the role of the mosque. Pupils also learn about the meaning of faith in people's lives, how they worship and why they pray. In a Year 3 lesson based on the Lord's Prayer, the teacher's gentle guidance helped pupils to understand why names are special and the significance to Christians of the concept of God as Father.

101. In Year 4, pupils understand why Christians regard the Bible as a source of inspiration and learning and have looked at faith in action through *Our Fair World Charter*. Teaching is also marked

by sensitivity to the religious beliefs and practices of others. In a Year 5 lesson about the Seder feast, the teacher's open ended questioning developed pupils' thinking very well as they identified different foods and considered how symbolism expresses religious meaning. In Year 6, pupils are encouraged to think deeply and form questions about belief in God and how religious faith affects responsibility towards others. Oral skills are developed well in the subject: pupils share their ideas willingly and show respect for the contributions of others. However, there is not enough recorded work to improve the quality and depth of pupils' writing skills.

102. Leadership and management are satisfactory. The subject lead learner shows plenty of initiative in her role but has not undertaken regular, structured formal classroom observations. Standards are lower in Years 3 to 6 than at the last inspection and progress is now satisfactory rather than good so improvement has been unsatisfactory. ICT is not used adequately in the subject. Assessment procedures are being reviewed. Pupils have a Muslim visitor and visit St Andrews Church but there are not enough visits and visitors to broaden their horizons. RE makes a good contribution to pupils' spiritual, moral, social and cultural development when they write thank you prayers, discover the significance of the psalms together, learn about social responsibility and decorate their own prayer mats.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art is **satisfactory**.

Main strengths and weaknesses

- Pupils have good opportunities to observe and comment on their own and each other's work.
- Teachers place a good emphasis on the processes by which pupils' work can be developed.
- Pupils' drawing skills and fine control of shape and line are not progressively developed through the school.
- There are weaknesses in the assessment of pupils' work.

Commentary

103. During the inspection, lessons were observed in Years 2,3,4,5 and 6 and discussions were held with pupils in Years 2 and 6. Judgements are based on this evidence and on pupils' work on display and work in their sketchbooks. This evidence indicates that standards are average in Year 2 and Year 6 and that pupils achieve satisfactorily.

104. In all years, pupils use sketchbooks appropriately to explore and develop their ideas. Pupils in Year 2 use a suitable range of media and develop their understanding of how to select ideas and materials relevant to the project on which they are working. This is well illustrated in the leaf project pupils undertook where they observed the shapes of different leaves, made lists of the materials they would need and experimented with different techniques to create collage, paint and line patterns and drawings of leaves. In a good link with their work in geography, pupils painted bright colour pictures of scenes from a rainforest and made clay tiles with incised and relief shapes and patterns. A small number of pupils showed good observational skills and control of shape and used these skills to develop their work in good detail.

105. In Year 6, pupils work well together to create pieces collaboratively, discussing and evaluating their ideas and considering materials and the structure of their work. In a good link with their work in geography and music, pupils listened to *Orinoco Flow* by Enya and considered features of rivers which could be represented in their work. In Year 5, in a useful link with ICT, pupils created images using contrasting colours and multiple images in the style of Andy Warhol. However, while pupils have a good range of interesting experiences, there is insufficient emphasis on progressively developing their observational skills and the control and detail of shape and line.

106. Teaching overall is satisfactory and good teaching was seen during the inspection. Features of good teaching were well illustrated in a lesson in Year 3 where pupils were combining colour, shape and texture to create work in the style of Aboriginal art. The teacher used her good subject knowledge to help pupils identify the main features of aboriginal art, encouraging them to develop their range of descriptive vocabulary. A good demonstration of her imaginative ideas extended pupils' thinking as did the good range of opportunities for pupils to discuss their work together and to work collaboratively. Well focused, open ended questioning helped pupils to develop their work effectively so that, by the end of the lesson, all pupils had made good progress. Where teaching has weaknesses, there are missed opportunities to ensure that all pupils are clear about their tasks and, in some lessons, the pace of explanations and work is too slow and the impetus of the lesson falters.

107. Leadership and management in the subject are satisfactory. The lead learner for the subject has a good understanding of her role and provides a good model for other staff. However there are too few opportunities to monitor and support teaching in the subject. There are no systems for assessing standards and achievement in the subject. The subject makes a sound contribution to pupils' social and cultural development. There has been a satisfactory improvement in the school's provision for art and design since its last inspection.

DESIGN AND TECHNOLOGY (DT)

Provision in DT is **satisfactory**

Main strengths and weaknesses

- Provision for the subject has improved since the previous inspection.
- The use of ICT is under-developed in the subject
- The 'Creativity' afternoon is a valuable asset to the DT curriculum
- 'Creativity' afternoons enhance pupils' social development well.
- The subject is well managed.

Commentary

108. Four DT lessons were observed during the inspection, three of these during the 'Creativity' afternoon when pupils of all age groups work together at different activities. The lesson observations and an analysis of pupils' work and displays indicate that pupils' standards throughout the school are average and that all pupils achieve satisfactorily. This judgement indicates a good improvement compared with the findings of the school's last inspection when pupils' progress and provision for DT were found to be unsatisfactory. Pupils' making skills are the strongest aspect of their work although there is still scope to improve the quality of the finished products. Designing skills are satisfactory although they often lack detail. The evidence showed no significant use of ICT by the pupils to enhance and develop their skills in this subject. For example, there was no clear evidence of ICT assisting the pupils in the design and evaluation processes.

109. Overall, the quality of teaching and learning in Years 1 to 6 is satisfactory. In the good Year 6 lesson observed, which was well linked to science, pupils were encouraged to evaluate their 'Steady Hand Games' and those of their classmates. The class was reminded of the success criteria that they had formulated at the start of the project and invited to test their product against these. Pupils were encouraged to work in pairs to develop their social skills and an appropriate use of scientific language was evident. In the 'Creativity' afternoon lessons, inspectors observed pottery, sewing and cooking. These activities are carried out every week and involve group which can contain pupils from every year including the Reception Class. The sessions are enjoyed by all pupils and are an integral part of their social development. However, the wide range of ages and abilities involved in the groups resulted in work which was not always ideally matched to the needs of individual pupils. An analysis of Year 2 pupils' work indicated designing and making various types of puppet including finger and sock puppets. A display of waterproof bags for various

purposes was also observed as the work of this age group. Pupils' evaluation of their own and others' finished products is encouraged well by teachers at the completion of any topic.

110. DT is well led by an enthusiastic teacher who also has responsibility for the organisation of the 'Creativity' afternoon. The subject has been improved well since the last inspection by the introduction of a scheme of work and thorough assessment procedures resulting in an improvement in pupils' progress. A moderation folder linked to National Curriculum requirements has been produced for use by members of the teaching staff. Although resources for the subject are satisfactory, equipment loans from the science department are frequently used to help to supplement the teaching and learning of DT.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy using their voices and do so with enthusiasm.
- Individual music tuition makes a good contribution to pupils' musical skills and knowledge and the standards pupils achieve in Years 3 to 6.
- School productions offer good opportunities for all pupils to take part in musical performances.
- There are weaknesses in the assessment of pupils' work.

Commentary

111. During the inspection, lessons were seen in Years 1 and 2 and a singing assembly for Years 3 to 6 was observed. Discussions were held with Year 6 pupils. Judgements are based on this evidence. The evidence indicates that standards at the end of Year 2 and Year 6 are broadly average and that all pupils achieve satisfactorily. Similar judgements were made at the time of the previous inspection.

112. Pupils in Year 2 use a good range of simple percussion instruments to create a sound story to accompany their reading of Maurice Sendak's book *Where the Wild Things are*. They organise their compositions into simple sequences which they perform to other pupils in the class and consider suggestions as to how they might improve their work. Pupils in Year 1 show an appropriate recognition of high and low sounds and are developing their understanding of how to record sounds. They use their voices with enthusiasm and energy to follow the simple melody and rhythm of the Monsters' Song.

113. In Year 6, pupils are able to use their voices effectively. They are able to follow and learn quickly songs which sometimes have complex lyrics and timing. They can sustain a melody and different rhythms when they confidently perform a 'roof raising' rap *Give it all you've got*. Discussions with pupils indicate that they are able to sing in rounds and parts and use percussion instruments to accompany their singing. Scrutiny of curriculum planning indicates that there are appropriate opportunities for pupils to develop their composing skills.

114. Indications are that teaching and learning overall are satisfactory. Good teaching was seen during the inspection. Teachers have good relationships with pupils and manage lessons well. This helps pupils to have confidence in performing and in using their voices. Lessons are well organised and make good links with pupils' learning in other subjects, such as literacy. In the lessons seen, teacher's subject knowledge was secure and activities and resources were appropriate to pupils' abilities. The good knowledge and enthusiasm of the subject lead learner were used effectively to manage and guide the singing of a large group of pupils. The school has identified the need to further develop teachers' skills and confidence.

115. Management of the subject is satisfactory. While the subject lead learner has a good understanding of her role and has a clear view of where the subject needs to develop, there has

been insufficient time for monitoring teaching and the implementation of the curriculum. There are no systems in place for assessing standards in the subject or the progress pupils make. A good number of pupils in Years 4 to 6 are able to benefit from good quality specialist tuition in both string, woodwind and brass instruments. The school productions where all pupils take part either by singing or playing an instrument, provide good opportunities for pupils to take part in making music. Other additional opportunities are more limited. There has been a satisfactory improvement in the school's provision since its 1999 inspection.

PHYSICAL EDUCATION (PE)

Provision in PE is **satisfactory**.

Main strengths and weaknesses

- Pupils do very well in swimming.
- There are weaknesses in dance.
- Pupils generally have good attitudes to the subject.
- The relatively recently designated subject lead learner has clear plans for the development of the subject.
- Good assessment procedures which include the use of ICT are being developed.
- The monitoring of teaching and learning is under developed.
- The school's grounds and accommodation support the teaching of PE well.
- The school has had some successes in competitive sports fixtures.

Commentary

116. In the Year 2 games lesson observed, standards were average and satisfactory achievement was promoted by satisfactory teaching and learning. The school's 1999 inspection judged progress in PE in Year 2 to be satisfactory. The pupils showed average skills in rolling a ball using a racquet. Their accuracy and control were more varied when passing and controlling a ball between markers. During this activity, space was not well used as the pupils were so close together that they sometimes impeded each other's efforts. Strengths in the teaching included relationships, good use of resources and varied activities and the fact that the pupils were given some opportunities to use their own initiative. The pupils enjoyed this lesson, behaved well and worked hard. Weaknesses included loss of pace when activities changed, too little challenge for the able and lack of sufficient development of the pupils' understanding of the effects of exercise on their bodies.

117. Standards in swimming in Year 6 are well above average. This is the same judgement as that made by the school's last inspection. The school employs professional coaches who are supported by the teachers for swimming and this results in very good teaching and learning and very good achievement. Many pupils swim well beyond the expected 25 metres using a recognised stroke by the time that they leave the school.

118. Standards in dance in Year 6 are average although they ranged from above average to below average in the lessons seen. Overall, teaching and learning and achievement are satisfactory in dance in Years 3 to 6 although these were observed to vary between good and satisfactory. Teaching and learning were also judged to be satisfactory by the school's 1999 inspection. In the best lesson, the teacher's good understanding of dance, very good relationships and management helped the pupils to develop their skills well. As a result, the pupils moved confidently and with good awareness of space. They worked actively and co-operatively and increased the complexity of their sequences well. The small amount of over boisterous behaviour noted in 1999 was not seen during this inspection. Weaknesses in teaching and learning included long periods of inactivity, insufficient intervention by the teacher in order to help the pupils to improve their performance and low expectations of what they could achieve. In this lesson, the pupils' standards were, overall, below average. A small number performed at above average levels. However, most lacked pride in performance, showed little imagination and lacked adequate co-

ordination and control of their movements. Low expectations was a weakness when the school was inspected in 1999.

119. Currently, the management of the subject is satisfactory. The subject lead learner took up the role at the start of the present school year and has not yet had time to make a greater impact on PE. She is enthusiastic and knowledgeable about dance, has made a good start in the role and clearly has significant potential as a subject leader. The lead learner has good plans for the development of PE which have included implementing a scheme of work for dance, developing assessment procedures and analysing and enhancing the skills of staff in the subject. Good progress has been made with these plans. For example, photographs of pupils at work have been used as a basis for the development of procedures for the assessment of pupils' skills in PE which are due to be implemented next term. The lead learner has talked to pupils in order to gain an idea of their views of the subject and of the standards they achieve. However, she does not monitor teaching and learning regularly through direct observation of lessons. There has been a satisfactory improvement in the school's provision for PE since it was last inspected.

120. When the school was inspected in 1999, its accommodation and grounds were judged to provide only limited resources for the teaching of PE. This is no longer the case. The school now has two halls and is well resourced. The school has ample hard surfaced areas but the site has limited areas of grassed field for games. Provision in PE is supported by a range of sporting extracurricular activities similar to that found in many schools of this size. Pupils also take part in, and enjoy, competitive matches with other schools and have experienced both victory and defeat. This aids their social development well as the school's 1999 report found.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHCE)

Provision in PSCHE is **satisfactory**

Main strengths and weaknesses

- The school has a strong identity as a caring community.
- Provision in Years 1 and 2 is unsatisfactory.
- A clear focus on the 4Rs is helping pupils to become confident and independent learners.
- Supportive relationships give pupils the confidence to contribute.
- School's reward system boosts self-esteem well.
- The school council gives pupils a genuine say in the running of the school.
- The subject lead learner's role is insufficiently developed.
- Assessment procedures are too informal.
- There is little scope for writing in the subject.

Commentary

121. Standards in Year 6 are average and the achievement of all groups of pupils is satisfactory. The school's motto *Kindness, Learning, Success* is at the heart of its ethos and pupils are encouraged to develop positive and caring relationships and feelings of self worth. This results in a strong sense of community where pupils are expected to support one another and work together. Apart from classroom observations, judgements were made through looking at displays, teachers' planning, the subject lead learner's portfolio, writing journals and talking to teachers and pupils.

122. Timetabled lessons in Years 1 and 2 during the inspection did not take place so no judgements can be made about standards and teaching and learning in those year groups. Provision for the subject in Years 1 and 2 is unsatisfactory although it is satisfactory in Years 3 to 6. In the case of younger pupils, provision normally takes the form of 'circle time' where they can discuss important matters and learn how to deal with difficult situations. However, this provision is not structured or coherent enough to allow teachers to build progressively on pupils' skills and

confidence during the year. In Years 3 to 6, there are also instances when other subjects encroach on the time allocation for PSHCE. When all the evidence is taken into account, teaching and learning are satisfactory in Years 3 to 6 although some good teaching was seen during the inspection. Central to its provision for PSHCE is the school's focus on 'building learning power' through the 4Rs. This was judged to be particularly effective in Years 3 and 4 in terms of the pupils' Resourcefulness and in Years 5 and 6 in terms of their understanding of Resilience. In this way, the school is equipping pupils well with the independence and skills necessary for life long learning.

123. Teachers build warm, supportive relationships with pupils and issues are sensitively managed so that pupils feel safe to explore ideas and responses in depth. In Year 3, pupils have looked at the qualities of friendship and how to deal with quarrels. Under the thoughtful guidance of the teacher, Year 4 pupils were sensible and reflective when they talked about the reasons why they played games. Similarly in a Year 4/5 lesson about achieving goals in life, pupils were mature and responsible and developed a good level of self-awareness about strategies for learning. A Year 5 teacher drew well on his easy rapport with his class to draw out pupils' feelings about jobs in the future. His thought-provoking questions enabled them to be very balanced in their outlook and to consider ethical difficulties as well as benefits. Year 6 pupils consider the emotions evoked by aspects of school life such as tests and transfer to secondary school and have their own 'Emotion Tree'. They also have the opportunities to take part in health and personal safety workshops as part of a 'Good Citizenship' course run by the police. Requirements for the teaching of sex and relationships and the use and misuse of drugs education are met.

124. The school gives pupils a strong framework of values to regulate behaviour and attitudes to work including Golden rules, playground and 'circle time' rules and house points. Pupils are also helped to develop self-esteem through praise and recognition of their efforts such as Red letter assemblies, *Superstar of the Week*, *Reach for the Stars*, *A Class of Stars*. Pupils show responsibility and readiness to help others in the school like being house captains, running clubs, class monitors and the forthcoming scheme for playground buddies. Creativity sessions with a wide range of age groups underline the need for helping and sharing. The well-established school council gives pupils a strong voice in the running of the school, for example, the decision to invite speakers from a wide range of faiths and cultures to assemblies and canvassing opinions about several aspects of school in a recent questionnaire. The residential visits to Braeside for Year 5 and Stackpole for Year 6 help pupils to live, play and work together in different surroundings. The school also takes part in the Healthy School initiative which has raised pupils' awareness of the importance of healthy eating and of a healthier, safer lifestyle including emotional well-being.

125. The subject lead learner took up the role at the start of the school year. The subject lead learner's monitoring role is not developed well enough to give him a full overview of provision. Policies for the subject and for drugs education are still being written. There are no formal assessment procedures. There is not enough written work to broaden pupils' awareness of the purposes of writing. More able pupils are not given extension work to allow them to give their own answers to key questions. As a result, leadership and management of this subject are unsatisfactory. PSHCE was not inspected as a separate subject at the last inspection so it is not possible to judge improvement. Visitors include the school nurse, police, fire brigade, citizenship programme and Life Education Bus. The school's provision for PSHCE helps pupils to gain in maturity and to become increasingly responsible for their own learning while being part of a class and school.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	2
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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	4
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).