

INSPECTION REPORT

St Paul's CE VC Junior School

Shepton Mallet

LEA area: Somerset

Unique reference number: 123783

Headteacher: Mrs C Arnold

Lead inspector: Dr J Coop

Dates of inspection: 4th-7th July 2005

Inspection number: 267916

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Voluntary Controlled
Age range of pupils: 7-11
Gender of pupils: Mixed
Number on roll: 327

School address: Paul Street
Shepton Mallet
Somerset
Postcode: BA4 5LA

Telephone number: 01749 343250
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Appropriate authority: Governing Body
Name of chair of Mr M Lovell
governors:

Date of previous 13th April 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This larger than average, voluntary controlled Church of England junior school serves the town of Shepton Mallet. There are 327 pupils on roll between the ages of seven to 11. Since 2001, the school has experienced a significant period of instability and has had three headteachers. As a result, the quality of education declined and the school's standing within the community dipped. Pupils come from a wide range of socio-economic backgrounds and the proportion of pupils who are eligible for free school meals is average. There is evidence to show that this is not a true reflection of the school's socio-economic circumstances which are below average. Eight per cent of pupils have joined or left the school other than at the normal time. This is average, but some pupils only stay for a short time due to the school's location near to a prison. Most pupils come from a white United Kingdom or European background and nearly 3 per cent are at the early stages of speaking English, which is below average. However, many of these children have recently joined the school and receive support from specialist staff. Twenty-two percent of the pupils have special educational needs, which is above the national average. One per cent of pupils has a Statement of Special Educational Needs, which is below the national average. A significant number of pupils in the school have social, emotional and behavioural difficulties and come from families who are experiencing difficulties. As a result of a changing local context, the profile of the school has changed since the last inspection. Attainment on entry to Year 3 is

now below average overall. The school received an Investor in People Award and an Achievement Award in 2002 and was awarded an FA Charter Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
31862	Dr J Coop	Lead inspector	Science Music Physical education Personal, social and health education and citizenship
10329	Mr B Sampson	Lay inspector	
32226	Mrs T.M Quick	Team inspector	Mathematics Information and communication technology Art and design Design and technology
23977	Mrs A Smith	Team inspector	English Religious education History Geography

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	18
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** and rapidly improving school. Pupils' achievements are satisfactory. The leadership and management of the school by the new headteacher are very good. There is a very supportive family atmosphere. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Very good personal leadership of the headteacher. She is a very good role model and provides a strong direction for the school.
- Standards in writing and religious education are below expectations.
- Although there is a clear commitment to improve their skills and a good team spirit, the role of the deputy headteacher, co-ordinators and governors is not yet fully developed.
- The quality of teaching and learning is often good, but it is not consistent across the school.
- Good provision for pupils' spiritual, social, moral and cultural development is instrumental in developing pupils who respect each other, behave well and have good attitudes to learning.
- Assessment procedures are good in English and mathematics, although they are not yet fully developed in other subjects.
- The curriculum is enriched by a wide range of activities, but time is not used well enough to ensure that pupils' subject skills are regularly and progressively developed in all subjects.
- The provision for pupils with special educational needs is good and the school is very supportive of pupils with complex needs.
- The school cares very well for the pupils and provides very good pastoral support and guidance.
- The school has established very good links with other schools and good links with parents and the community, which enhance the quality of education.

The school has made satisfactory improvement since the last inspection. Leadership and management, particularly of the headteacher, are now much more effective. As a result, in the past year most of the key issues have been addressed, although many initiatives are new and need to be embedded in practice. Pupils are now making better progress overall, because the quality of teaching and learning has improved. Standards are slowly rising in most subjects, although standards in writing and religious education have declined. There is a very strong sense of direction, so that the school is well placed to build on these improvements.

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	D	E	E
mathematics	D	E	E	E

science	C	D	D	C
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Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievements are satisfactory. In the recent past, there have been weaknesses in teaching and learning. As a result, standards declined, so that in the 2004 national tests, standards in English and mathematics were well below the national average and that of similar schools. Standards in science were below the national average, but in line with similar schools. Overall, pupils made poor progress. Current standards are average in science and mathematics, but below average in English because standards in writing are not as good as those of speaking and listening and reading. Evidence shows that pupils are now making satisfactory progress overall and their level of achievement is improving rapidly. This reflects the recent improvements to teaching and use of assessment made by the headteacher and her colleagues. Pupils with special educational needs and those new to speaking English make the same progress as their classmates in lessons and their level of achievement is satisfactory and improving. Standards in information and communication technology are average and standards in religious education are below those expected in the locally agreed syllabus. Standards in physical education are above average.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **good** overall and their moral and social development is very good. Pupils have good attitudes to learning and behave well. They are very caring of their classmates with special educational needs. Pupils really enjoy coming to school and arrive punctually. Their attendance has improved in the past year and is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory** and improving rapidly. The quality of teaching and learning is **satisfactory** overall. There is a lot of good teaching and some very good teaching, but the quality is not yet consistently good across the school although it is improving due to the good quality support that teachers receive. Teaching assistants provide invaluable support to both teachers and pupils. Assessment procedures are good in English and mathematics. However, although relevant plans are in place, assessment procedures are not fully developed in other subjects to ensure that pupils' skills are progressively developed.

The curriculum is satisfactory. It is enriched well by an interesting range of additional activities. Opportunities for pupils to use and apply their writing skills in other subjects are not consistently developed so as to make learning more relevant and time is not used well enough to ensure that all subjects can be taught in depth. The care of pupils is very good. The school works very closely with outside agencies to support and guide vulnerable pupils. Partnerships with parents and the community are good and much improved recently.

LEADERSHIP AND MANAGEMENT

The leadership and management are **satisfactory** overall. The leadership provided by the new headteacher is very good. She has worked tirelessly to develop the school and improve its standing in the community and much has been achieved in a short time. The leadership of other key staff is satisfactory. The headteacher has developed the role of the deputy headteacher and co-ordinators. They are fully supportive of her lead and are working hard to develop their skills further. The management of the school is good overall. A very clear analysis of the school's performance has been undertaken, robust action taken and many relevant staff development procedures implemented. Governance is satisfactory. Governors have developed their skills rapidly since the appointment of the headteacher.

They are clearly committed to and supportive of the school, but their role in influencing school improvement and challenging its work requires further development. All statutory procedures are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have a good opinion of the school. They appreciate the recent improvements and recognise that staff have worked hard to make the school like a 'family community'.

IMPROVEMENTS NEEDED

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

- Improve standards in religious education and writing and ensure that pupils have more opportunities to write in other subjects.
- Continue to develop the monitoring role of the governors, the deputy headteacher and co-ordinators.
- Continue to develop teaching and learning and ensure that teaching is consistently good across the school.
- Build on the start made in developing the curriculum and assessment procedures to help raise standards further.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is **satisfactory** overall. Standards in mathematics and science are average by the end of Year 6. Standards in English and religious education are below average.

Main strengths and weaknesses

- Standards in writing are not high enough and pupils' spelling is weak.
- In the past, boys have not attained as well as girls in English, but this is improving.
- Pupils do not make sufficient progress in religious education.
- Pupils achieve well in physical education.
- Curriculum planning and assessment arrangements inhibit overall standards attained in some non-core subjects.

Commentary

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

Standards in:	School results	National results
English	25.5 (25.9)	26.9 (26.8)
mathematics	25.5 (25.6)	27.0 (26.8)
science	28.4 (27.7)	28.6 (28.6)

There were 82 pupils in the year group. Figures in brackets are for the previous year

1. The school is recovering from three years of disruption mainly due to changes in leadership, management and staffing and where the quality of education fell from that reported in the last inspection. Overall, standards declined and have not kept up with the national trend of improvement. In particular, standards in mathematics and English declined significantly and, until recently, this fall went unchecked. The school's performance over the past five years has been below the national average overall and in 2004 the school did not reach the targets it set.
2. In the 2004 Year 2 national tests, standards in English and mathematics were well below the national average and well below schools that attained similar standards. Standards in science were below the national average and in line with similar schools. Taking the past three years together, boys have not attained as well as girls in the school in English and their attainment was well below average when compared to all boys nationally.
3. Taking the past three years together, standards in mathematics have been well below the national average and overall this has been the weakest subject. In June 2004, the interim leadership and management of the school, with the support of outside agencies, implemented a series of initiatives to improve standards in mathematics. Upon the appointment of the new headteacher, the school continued its drive to improve overall standards. Under her expert guidance, the school undertook a robust analysis of its performance, put in place plans to address the low English standards and to improve the overall progress that pupils make.

4. Although many initiatives are too new to have had more influence on overall standards achieved, interim results from the 2005 national tests indicate that the school's drive to raise standards has borne fruit. The percentage of pupils attaining expected standards in mathematics has risen and more pupils this year are attaining the higher level 5 in science and mathematics. This is pleasing given that in this cohort there are a very high proportion of vulnerable pupils who are experiencing difficulties in their lives. Current standards are in line with the national average in science and mathematics. Pupils have made satisfactory progress in relation to their attainment when they started in the school.
5. Current standards in English are below average. Standards in reading are average and more pupils this year are attaining the higher level 5, but standards in writing are below average and pupils' achievements are unsatisfactory. Evidence shows that there is a slight increase in the percentage of pupils reaching expected standards this year, but few pupils reach the higher level 5 and this coupled with a large number of pupils who do not reach expected standards influences overall standards. Pupils' spelling is weak and many lack confidence and skill to write at length. In addition, pupils have too few opportunities to write in other subjects and this also prevents standards from being higher. Evidence indicates that because of the recent improvements, boys now make the same progress as girls in lessons. Pupils, in particular the boys, like being taught in ability groups and are being motivated to achieve their individual learning targets.
6. Standards in religious education are below those expected in the locally agreed syllabus. This is mainly because time is not used well enough to ensure that pupils' knowledge and understanding are continuously and progressively developed. Consequently, pupils have made unsatisfactory progress and their level of achievement is unsatisfactory.
7. Standards in information and communication technology (ICT) are average and pupils' achievements are satisfactory. Standards in physical education are above average and pupils' achieve well. Teachers are more confident when teaching this subject and a very wide range of additional activities enhance learning well.
8. Pupils with special educational needs and more complex learning needs are well supported in lessons. Those pupils new to speaking English are also well supported, as are more vulnerable pupils. Pupils' individual efforts are valued and they all receive sensitive encouragement. Resources are adapted well to meet their varying needs. As a result, they make the same progress as their friends in lessons.
9. No other subjects were inspected in detail. The school has rightly focused its improvement efforts on raising standards in the core subjects, however, inspection evidence indicates that learning in some non-core subjects, such as history and geography, is restricted by current curriculum planning and assessment arrangements, which do not ensure that pupils' have sufficient time to get to grips with a subject and to progressively develop their skills, knowledge and understanding.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **very good**. Pupils' attitudes and behaviour are **good**. Their spiritual, moral social and cultural development is **good** overall.

Main strengths and weaknesses

- Pupils enjoy coming to school and like taking responsibility.
- Some pupils can be restless when teaching is not stimulating.
- The school has established a very strong moral and social code.
- The school's action to promote good attendance is very good.

Commentary

10. Pupils like their school and most eagerly undertake whatever it offers. They like being school councillors and enjoy undertaking many other responsibilities, wearing their badges of office with pride. There was a consensus of opinion that the extra-curricular clubs were very popular and physical education and art were favourite subjects. Pupils get on well together and are caring of each other. This was demonstrated in a physical education lesson when they cheered the work of a classmate with a physical disability. Most pupils get on well with adults in the school and have good attitudes to learning.
11. When they first join the school, many pupils have little confidence and some have very low esteem due to problems in their lives. The school works extremely hard to rectify this and is generally successful in stimulating in pupils a desire to learn. By the time they go to secondary school, most are confident young people.
12. Behaviour around the school is good. Most pupils are proud of their school. They are polite and open doors for visitors. Little litter and no graffiti or vandalism was witnessed. In some lessons behaviour was very good. However, where management and discipline are not strong and lesson content less than stimulating, behaviour was occasionally barely satisfactory.
13. The school's very good routines and very strong moral code ensure that pupils suffer very little bullying or harassment of any type. Where the odd incidents of silly or irresponsible behaviour occur, children have the confidence to report these to an adult, all of whom are quick to nip things in the bud. As a result, pupils consider the school a happy place where they feel safe. There have been two fixed-term exclusions in the previous reporting year dealt with very professionally by the school.
14. Self-knowledge and spiritual awareness are good and in assemblies very good. Each assembly has a quiet moment of reflection when pupils are encouraged to reflect quietly on the assembly theme. Pupils are often found sitting in the quiet places in the schools ground, 'just to think'. Pupils' moral and social awareness is very good. Pupils are very effectively shown what is right and what is wrong. Pupils show a very good respect for feelings and values of others particularly, the less fortunate amongst their own schoolmates and around the world. Pupils regularly set up Blue Peter stalls or raise money in other ways for aid to other countries. Cultural development is good overall. Pupils are aware and proud of being part of their school community and also their local culture. Pupils regularly take part in the Bridgewater Carnival, Maypole events and festivals. However, although the pupils have a sound knowledge of other cultural traditions through specific days and when visitors such as Kathkalli and Chembokoli dancers have visited the school, their knowledge of other faiths is limited.
15. Attendance is now well above the national average and improved since the last inspection, with a further rise in the past year. This reflects pupils' increasing enjoyment of school. Parents and carers respond well to ensure the very good punctuality and most lessons commence promptly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.1

Unauthorised absence	
School data	0.2
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	296	5	0
White – any other White background	11	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	2	0	0
No ethnic group recorded	16	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and the curriculum are **satisfactory**. The care of pupils is **very good**. There are **good** links with parents and the community and **very good** links with other schools.

Teaching and learning

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (13%)	20(51%)	12(31%)	2(5%)	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.

The quality of teaching and learning is **satisfactory**. Assessment procedures are **satisfactory** overall.

Main strengths and weaknesses

- Although the quality of teaching has improved this has not yet had time to impact on learning in religious education and writing.
- Although much good teaching was observed, this is not consistent and the pace of some lessons is slow and pupils become restless.
- Teaching assistants and the special educational needs co-ordinator make a valuable contribution to teaching and learning.
- Planning is thorough and pupils are more aware of what they are going to learn.
- Teachers use questions, discussions and partner work well to enhance learning.
- Although assessment procedures are good in English and mathematics, they not fully developed in all subjects and marking of pupils work does not consistently help them to understand how to improve.

Commentary

16. The quality of teaching and learning is satisfactory overall. Because of weaknesses in the past, due to unsatisfactory teaching and learning and the limited use of assessment to match tasks to ability, there are gaps in pupils' learning. Due to very

good leadership by the headteacher and many initiatives to strengthen teaching and its impact on learning, teaching has improved considerably in the past year. Staff have worked hard to develop their skills for the benefit of the pupils and to counter past weaknesses in planning and this is leading to an acceleration of pupils' progress. However, although the quality of teaching has improved in religious education and writing, this has not yet had time to impact on pupils' overall level of achievement in these subjects where pupils' progress remains unsatisfactory.

17. During the inspection, Year 6 pupils were absent for two days due to visits, with one day designated 'all change' day with Year 2 pupils visiting from local infant schools and all pupils moving up a class. As a result, lesson observations were disrupted. Nevertheless, a great deal of teaching observed was good or better. All physical education teaching was good and there was good and occasionally very good teaching observed in most year groups, but the quality is not yet consistently good across the school.
18. In the best lessons, teachers are confident in their subject knowledge and they have high expectations of pupils' work and behaviour that are imposed firmly but pleasantly. As a result, pupils' behave and concentrate well. In some classes and, in particular where teaching was unsatisfactory, teachers do not ensure that pupils' listen or focus quite as well. Activities are not carefully thought out and this impacts on learning.
19. Teaching assistants make an invaluable contribution to teaching and learning. They are professional in their approach and especially supportive of pupils with special educational needs and those new to speaking English. They are encouraging and helpful, but not over bearing so pupils are able to work at their own pace. The special educational needs co-ordinator takes responsibility for teaching small groups for mathematics. She uses resources and different teaching strategies very effectively so that the pupils are making very good progress and rapidly making up for lost ground. However, not all teachers are as confident to meet the needs of less able pupils in their lessons. An analysis of pupils' work indicates that not all teachers are adept at matching tasks to pupils' different abilities and this impacts on learning.
20. The headteacher has worked hard to ensure that planning of lessons is more detailed. Teachers are now becoming more skilled at using a variety of strategies to aid learning such as 'hot seating' and 'talking partners' where pupils ask each other questions or discuss their work in progress. In every lesson the learning intentions are shared with pupils. This makes sure that pupils are able to make links in their learning and are eager to start. In the most effective lessons this good pace continues and not a moment is lost to move learning forward to challenge and encourage pupils. In all lessons the learning intentions are revisited in the lesson ends and, as a result, pupils are becoming more skilled at supporting each other and evaluating their own learning. However, as with many initiatives, these features are new, not all teachers are confident in the use of these strategies, which the school recognises need embedding in practice.
21. Most teachers provide good verbal support in lessons and handle misconceptions clearly and sensitively, but teachers' marking of pupils' work is inconsistent. In the best examples, such as in some science books, helpful comments and advice, coupled with praise for work well done, help spur learning on. The school has revised its marking policy and marking symbols are clearly displayed in many classes. Whilst this is a good system, not all teachers are using this system consistently or marking work in a supportive or evaluative way. Often marking is limited to ticks or comments on

presentation or unfinished work, rather than on moving learning forward in that subject.

22. Overall, assessment procedures are satisfactory, but there are some good features. Since her appointment the headteacher has worked hard with staff to introduce a number of new and much needed assessment initiatives. Information from national tests, for example, is very carefully analysed to gain a very clear overview of pupils' progress. This and other assessment information is used in many relevant ways to target support where it is most needed, to divide pupils into ability groups in English and mathematics and to set annual targets in reading, writing and numeracy. Pupils now have individual writing and numeracy targets, which are shared and reviewed with them. Clearly the work done has raised teachers' and pupils' awareness and is helping to raise standards, although it is too soon for the good assessment procedures, instigated more recently in English, to have had a more positive impact on overall standards in writing. In addition, the school recognises that assessment procedures need to be developed further, particularly in science and information and communication technology and plans are in hand to do so. In other subjects, staff do not yet have a means by which they can track the development of pupils' subject skills so as to ensure that work can be matched to pupils' level of ability and provide the highest level of challenge.

The curriculum

The curriculum is **satisfactory**, with **good** opportunities to extend learning outside of lessons. Accommodation is **good** and resources for learning are **satisfactory**.

Main strengths and weaknesses

- Time is not used well enough to develop knowledge and skills in some subjects.
- There are too few opportunities for pupils to develop their writing skills in other subjects.
- A good range of extra-curricular activities is provided and a very good range of sporting activities enhance learning.
- The school's inclusion strategies are good overall.
- The school grounds enhance learning well.
- Information and communication technology resources are in need of updating.

Commentary

23. The curriculum meets statutory requirements and the school meets the requirements of the locally agreed syllabus for religious education. Teachers' plans and the curriculum map ensure that pupils cover what they need to know and this helps them develop important life skills, including healthy lifestyles and personal safety. The school has rightly placed a high priority on raising standards in literacy, numeracy and science, but as a result pupils across the school are given more limited opportunities to progressively develop skills and gain a breadth of knowledge needed in many of the non-core subjects. In addition there are too few opportunities for pupils to work on developing their writing skills in subjects other than English.
24. The provision for pupils with special educational needs is good, with some very good features. The provision is very effectively led and managed with very good links with outside agencies that ensure that the pupils' needs are identified early and effective

support initiated. Pupils with more complex educational, social or emotional needs are effectively supported so they can access all that the school offers and they are valued members of the school community. The pupils who have recently started in the school with very limited knowledge of speaking English receive good support. Instructions and key subject facts are often translated into their home language and they are rapidly gaining in confidence as a result. Overall, the school works hard to ensure that all groups of pupils participate in the school's curriculum and are treated equally and fairly. However, although the school has identified the gifted and talented pupils it recognises the need to embed the additional challenges for these pupils within the curriculum. Relevant plans are in hand to address this.

25. A good range of activities and a very good range of sporting opportunities enrich the curriculum for all pupils and also support the development of their social and cultural skills well. The school is busy from before the start of the day and beyond its end with breakfast club, football, recorders, information and communication technology, mosaics and band clubs, amongst many others. A range of well-planned visits and visitors to the school also enhance learning well. Curriculum enrichment days and focus weeks further develop the creative aspects of school life and are enjoyed by all.
26. The accommodation is good. The school grounds in particular are an asset to the school. There are ample grassed and planted areas that allow the pupils to play freely, enjoy quiet spaces if they wish and reflect on the beauty of nature. The swimming pool is now used very effectively and the library is well stocked. There are many small rooms for music tuition and group work, but some classrooms for the oldest pupils are small and cramped and noise from other classes intrudes on learning, but a wall is being built to address the noise pollution. Although learning resources are adequate, information and communication technology resources need updating to meet the challenges of the curriculum and the requirements of all learners.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The support, advice and guidance given to pupils are **good**. The arrangements for seeking and acting upon pupils' views are very good.

Main strengths and weaknesses

- Procedures to ensure that pupils work in a healthy and safe environment are very good.
- More vulnerable pupils are very effectively supported.
- Pupils have a very good and trusting relationship with one or more adults in the school.
- Induction arrangements for pupils are very good.

Commentary

27. This is a very caring school where the health and safety of staff and pupils and of the environment are given a high priority. This has improved since the last inspection and in particular since the appointment of the headteacher. The school's two named health and safety personnel ensure that risk assessments are undertaken for all eventualities. Accident and medicine procedures are caring and efficient and there are seventeen trained first aid personnel in the school. The designated person for child

protection is caring and experienced and works very closely and successfully with the named governor and outside agencies. The headteacher is also fully trained and all staff are well briefed in matters of child protection on a regular basis.

28. A family liaison worker is based on the school site to support the more vulnerable pupils and their families. This is a valuable and very beneficial resource in a school where a significant number of pupils and families are experiencing difficulties in their personal lives. A strength of the special educational needs provision is the very effective support given to pupils with more complex needs. These aspects ensure a caring and safe environment within which pupils' learning can prosper. The warm and friendly ethos also strengthens the care and support all staff provide to all groups of pupils.
29. Pastoral support and guidance are very good. The staff know pupils and their individual circumstances very well. For emotional support or other problems, in addition to approaching their teacher, pupils know that they can turn to the child protection person, the family liaison person, the headteacher or the vicar. It is clear from talking to pupils that they always have someone to turn to and feel happy to do so.
30. Academic support is satisfactory overall, but improving due to the good quality initiatives recently introduced. Teachers acknowledge pupils' good work and individual efforts are rewarded. Pupils, as a result, try hard to win house points and achievement certificates. Pupils are given targets in literacy and numeracy and should know at the end of each lesson what they should have achieved, discussing with their teacher where necessary. However, not all marking of their work tells them what they need to do to improve.
31. The school now consults pupils very regularly. Through the school council, individual pupil conferences and questionnaires, pupils make various suggestions many of which the school takes up. For example, the pupils now run a tuck shop, hold charity events, such as the Tsunami Appeal and Make Poverty History, and play equipment has improved. Currently pupils, with the support of the school, are canvassing their parents' views about the introduction of school blazers, an item they are keen to wear, because they are proud of their school and want to show it.
32. Induction procedures from the two feeder infant schools are very caring and efficient. Very good liaison begins in autumn with exchange visits and opportunities for 'getting to know your teacher'. The school hosted Year 2 pupils for a day during the inspection and is thoughtfully making separate additional arrangements for those pupils who were unable to cope with the day

Partnership with parents, other schools and the community

Links with other schools and colleges are **very good**. Those with parents and the community are **good**.

Strengths and weaknesses

- Parents are well informed on a range of school matters and very well informed about their children's progress.
- The mechanism for the transfer of pupils is very good.

- Educational links with other schools is very good and much improved.
- The school's reputation in the local community has improved.

Commentary

33. The partnership with parents is good and has improved since the appointment of the current headteacher. Most parents think that this is a good school and value the recent improvements made. Parents receive good information and their views are valued. Pupil reports are very clear for parents to understand, say what a child can do and set realistic targets. There are now also very clear interim reports and more memos to parents as a result of their own suggestions. Parents also receive a regular and informative newsletter and other information has been improved recently. There are three parent evenings a year and open mornings where parents can discuss their children's progress or learn about teaching methods. The school also operates an open door policy and parents value this more open relationship.
34. The contribution that parents make to school life is good. Several come in and help with reading, art, plays, special days and visits out and most parents are supportive of homework and projects. The school is working hard to encourage more reluctant parents to help in the school. The very active St Paul's partnership has raised considerable funding towards refurbishment of the playground and swimming pool and the recently appointed special educational needs parent governor provides very good advice and support to the co-ordinator and often helps in special educational needs lessons.
35. Relationships and partnerships with other schools have much improved recently and are very good. Science resources and expertise are shared, older pupils help teach St Paul's pupils traditional playground games and, as part of a local federation, there is a considerable sharing of professional and academic knowledge, which enhances staff skills with a community learning partnership being formed from September 2005. Transfer to secondary education leaves nothing to chance. From the beginning of June pupils have regular visits to the higher school and the relevant teachers exchange detailed pupil information. Pupils with special educational needs are provided with a detailed transfer package, which is very well matched to their individual needs.
36. Links with the community are good. In recent times the school's standing in the community dipped and the headteacher has worked very hard to retrieve the situation. Every opportunity has been taken to celebrate the school's achievements in the local press, so that more families are planning to send their children to the school in September. There are close links with the church and the rector comes in and takes assemblies, as do the local Baptist, Methodist and Roman Catholic Church representatives. Local firms and shops help with printing the school magazine and help towards school fetes. The pupils sing regularly at an old people's home and the school is regularly used by Tai Kwando, table tennis, football and swimming clubs.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The headteacher provides **very good** leadership. Management systems are **good**. Governance of the school is **satisfactory** and improving.

Main strengths and weaknesses

- There is a rigorous monitoring and self-evaluation process.
- The school's improvement plan provides a clear overview of where the school is heading, and planned initiatives are firmly rooted in raising pupils' achievements.
- The role of the senior management team, deputy headteacher and co-ordinators is not yet fully developed so as to help drive forward school improvements.
- The school is very successful in welcoming, including and supporting pupils of all backgrounds and abilities into the school.
- Governors are supportive of the school and are becoming more influential in the way the school manages change.

Commentary

37. Upon her recent appointment, the headteacher, with the support of outside agencies and the senior management team, undertook a rigorous analysis of the strengths and weaknesses of the school. She put in place a detailed and relevant school improvement plan and in three terms she has taken the school on a challenging improvement journey. With her support, all staff have worked hard to develop their skills for the benefit of the pupils. She has developed a good team spirit and is moving the school forward. Standards have begun to rise. The school has a much better relationship with the community and parents. The leadership ensures that pupils are very well cared for and there is very good pastoral support and guidance. The quality of teaching and learning has improved and pupils are making better progress. It is realised that many systems and procedures are new and need embedding in practice and this includes the monitoring role of co-ordinators. However, because there is a very good awareness of what else needs to be done, the school is now in a better position to build on this positive start and continue to move forward. A culture of ensuring that the pupils are provided with the skills and attitudes to succeed is now in place. Expectations have been raised and are embedded in the belief that pupils of all abilities and backgrounds have the potential to achieve well.
38. The headteacher and all staff recognise that the school cannot build on this good start unless the senior management, the deputy head and co-ordinators also continue to strengthen and develop their skills. They are clearly committed to the school. The role of co-ordinator is now firmly established. All co-ordinators have begun to monitor pupils' work and teachers' planning and have begun to hold pupil conferences. Whilst making a promising start many have not yet had time to make a significant impact on subject development. Key co-ordinators, such as those for science and English, with support from the headteacher, have begun to monitor teaching and learning. This now needs to be further developed to have a more positive impact on school improvement and ensure that the quality of teaching and learning is more consistent in all year groups and subjects. The deputy headteacher provides a good pastoral lead to the school and acknowledges how much he has learned from the headteacher. He has also been involved in monitoring teaching and learning, but now needs also to become more involved in strategic planning.
39. The special educational needs provision and the provision for pupils with English as an additional language are very effectively led and managed and the school is highly committed to welcoming and supporting pupils from a wide range of backgrounds and needs. The school works very closely with outside agencies to ensure that more vulnerable pupils can benefit from all that the school offers.

40. A rigorous programme of professional development has been established following the headteacher's very detailed evaluation of the school and its performance. She has been helped effectively by the data analyst employed by the school. Performance management is good and is helping to improve practice. All staff are being involved in this process.
41. The school follows the principles of best value satisfactorily and good financial systems are in place with good financial management. The large carry forward from the previous year has been absorbed to cover staffing needs. Planning is in place to enable the school to function well within a restricted budget. All recommendations in a recent financial audit have been addressed.
42. Governance is satisfactory overall with governors rapidly developing their skills. They recognise that previously they were not sufficiently informed to fulfil their role and their working parties and meetings were not efficient. They have now developed an efficient committee system. Since the appointment of the headteacher, they have received training and increased the knowledge of their roles and responsibilities. They are supportive of the school and have links with subjects and other areas of the school's work. Some governors, such as the special educational needs governor are already having a vital influence. Although the chair of governors is available, regular formal meetings between the two of them have not been established. This is a missed opportunity to further support the headteacher in her drive to improve the school. Many governors are recent appointments and have not been able to shape the vision and direction of the school. However, they are very keen and some longer established governors have been supportive of change and are becoming more influential. Through regular meetings, they are becoming more aware of the strengths and weaknesses of the school, but are not yet sufficiently confident to challenge its direction.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	863,580
Total expenditure	899,499
Expenditure per pupil	2,750

Balances (£)	
Balance from previous year	129,624
Balance carried forward to the next	93,705

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGES 2

ENGLISH

Provision in English is **satisfactory**

Main strengths and weaknesses

- Pupils' spelling is weak and pupils do not develop their writing skills well enough in other subjects.
- Boys do not achieve as well as girls in writing, although the gap is narrowing.
- The school provides good opportunities for speaking and listening.
- Although the quality of teaching is improving, it is not consistent and marking is not consistently supportive of learning.
- Assessment procedures are good, but information is not used consistently.
- The subject is well led, although monitoring is to be further developed.

Commentary

43. In the 2004 national tests pupils' attainment at the end of Year 6 was well below the national average and much lower than those reported at the last inspection. The interim results from the 2005 national tests and inspection evidence indicate that at the end of Year 6, standards overall are below the national average but there has been a slight increase in the percentage of pupils reaching expected standards. Interim results show that reading standards are broadly similar to the national average. All groups of pupils have made satisfactory progress in reading and their level of achievement is satisfactory. Pupils have not made as much progress in writing and interim results indicate that standards are below average and pupils' achievements in writing are unsatisfactory. Over time boys have not achieved as well as girls in the school, or as well as boys nationally. The school has worked hard during the current year to address this weakness and evidence indicates that the gap is now closing. Although boys are still not attaining as well as the girls they are increasingly becoming more motivated to write and they make the same progress as girls in lessons.
44. Writing is currently the focus of whole school improvement and pupils are given opportunities to write frequently in literacy lessons. However, many pupils have difficulties with spelling and poor handwriting skills result in presented work that is on occasion of a low standard. Some pupils have difficulties in developing their ideas and their work lacks imagination. Inspection findings show evidence of recent improvements that have taken place through the organisation of pupils into ability groups, a sharp focus on targets linked to writing and improved teaching, but these improvements have not yet fully impacted on writing standards.
45. Pupils speaking and listening skills are improving. They are given plenty of good quality opportunities to talk with one another and they clearly enjoy these interactions. Pupils are often asked to share ideas and explore answers to questions with partners and this is impacting well on their speaking and listening skills. Higher order skills of debate, reasoning and argument are not as well developed. Whilst reading is a relative strength, because of past weaknesses in teaching and learning, there are a

number of pupils who are not sufficiently equipped with strategies to help them decode words, relying on adults to help them. Pupils who do have the ability to read text fluently are not as confident in predicting events, discussing character preferences or understanding what they have read.

46. The quality of teaching and learning is satisfactory overall, and whilst some good teaching was observed this is inconsistent across the school. Most teachers encourage and engage pupils and use their subject knowledge to teach basic skills in an interesting way. In good lessons work is matched appropriately to the pupils' abilities and interests so that all pupils are challenged and the pace of learning is brisk. However, because there is not a consistent approach to the teaching of spelling patterns and letter sounds many pupils tend to choose words they can spell confidently and this impacts on writing standards. Many boys state that they do not enjoy the subject, particularly writing. The school is alert to this issue and is working to develop boys' interest. The use by teachers of clear learning intentions, pupil discussions, learning targets and partner work is helping to motivate them more. In addition, in some lessons, the use of modelling to demonstrate good writing for example, is very effective and both boys and girls are engaged in their learning, but in others it slows the lessons down and pupils become rapidly disinterested.
47. Assessment procedures are good and the introduction of target setting is beginning to have an impact on standards. The school has worked hard to ensure that data is fully analysed and acted upon. The majority of work is regularly marked, but the quality of marking is variable. Some teachers identify clear ways in which pupils can improve and relate this to targets that have been set. Others, whilst making positive comments, do little to advance pupils' learning.
48. The quality of leadership and management is good. The subject leader has a firm grasp of what needs to be done to further raise standards and has worked well with outside agencies to plan improvements. Action taken has already led to some improvement. She has been involved in some monitoring and has plans to develop this area of responsibility further. Progress since the last inspection has been satisfactory.

Language and literacy across the curriculum

49. Provision for pupils to use their language and literacy skills across the curriculum is unsatisfactory. Opportunities for speaking and listening are provided across a range of subjects through partner work. However, the use of writing is significantly less well developed. This is partly due to work in some subjects not being covered in sufficient depth and also an over dependence on commercial exercises.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Strengths and weaknesses

- Standards are improving.
- There are inconsistent standards of teaching across the school.
- There are good systems in place to assess and monitor pupils' progress.
- The quality of marking of pupils' work is inconsistent.

- In the co-ordinators absence, the senior management of the school is knowledgeable and is proactive towards the continued improvement of standards in mathematics.

Commentary

50. In the 2004 national tests at the end of Year 6, standards were well below the national average. Interim results from the 2005 national tests at the end of Year 6 and inspection evidence indicate that pupils in Year 6 have reached average standards. At the time of the last inspection, standards were reported to be in line with expectations. For the last few years, standards in mathematics have been declining, but the school has taken recent and successful action to reverse this trend so that progress since the last inspection has been satisfactory. The school has focused on developing pupils' ability to recall multiplication and division facts and develop their recall of these when carrying out written methods and in the context of problem solving. Evidence shows that as a result of action taken many pupils are now more confident to use and apply these skills and standards this year have improved. In relation to their attainment when they started in the school pupils' achievement is satisfactory. Pupils with special educational needs achieve as well as their classmates. This is because teachers and teaching assistants give them good support in their small set groups. There is no significant difference between the achievements of boys and girls and pupils new to speaking English are well supported and also making satisfactory progress overall.
51. Inspection evidence shows that pupils are progressing satisfactorily through the school. Pupils are set in ability groups, with three different ability groups in each set. This has had a beneficial effect on the standards that pupils are achieving. More able pupils lacked sufficient challenge at the time of the last inspection. Action has been taken to redress this so that this year more pupils are attaining the higher level 5.
52. The quality of teaching and learning is satisfactory overall. Teaching has improved recently due to professional development opportunities provided for staff. In all lessons, teaching was at least satisfactory and in a number of lessons was good and very good in the best lessons, but there is an inconsistency in the quality of teaching and learning observed and not all teachers are confident in their approach.
53. Planning is good with teachers planning together to provide similar experiences for the pupils across the age group. Most lessons start in a lively manner with teachers using well-chosen questions linked to the numeracy targets. These short sessions at the beginning of lessons help pupils to develop their mental and oral skills and settle them quickly in preparation for the main session that follows. Most, but not all teachers, manage the pupils very well. In the best lessons, teachers move the lesson at a good pace maintaining the pupils' interest and effort. Where lessons were only satisfactory, time was not managed well and pupils became restless. In most classes, the purpose of the lesson is clearly explained and visible and criteria for success used. At the end of lessons, systems are in place to encourage the pupils to assess their own learning against the learning objective for the lesson and this is helping them to recognise what they need to do to improve next time.
54. The pupils' set groupings are determined by the outcomes of the good assessment analysis and the teachers' assessment. Scrutiny of pupils' work shows that teachers' expectations are rising, but marking of pupils' work is not consistent and does not always help pupils know how they can progress.

55. Leadership and management of mathematics are satisfactory. At the time of the inspection the deputy head teacher was the caretaker subject leader as the co-ordinator is on long term absence. With the support of outside agencies and the headteacher, assessment procedures have been developed and monitoring of teaching by outside agencies, the headteacher and deputy headteacher have successfully identified where improvements in teaching and learning need to be made.

Mathematics across the curriculum

56. Pupils' use of mathematical skills in other subjects is satisfactory. In design and technology pupils use their knowledge to measure accurately and in science pupils use a variety of graphs and measurements. Teachers make effective use of computer programs in their mathematics teaching in the information and communication technology suite.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There are some good opportunities for pupils to raise their own questions for investigation, but these opportunities are inconsistently developed across the school.
- Although pupils have a good understanding of many topics, they find it more difficult to write down their ideas.
- Although the quality of teaching and learning is improving, it is not consistent and marking does not always indicate to pupils how they can do better.
- The checking and tracking of pupils' progress is at the early stages of development.
- The co-ordinator has been instrumental in improving the quality of provision

Commentary

57. Results in the 2004 national tests at the end of Year 6, were below the national average. Inspection evidence indicates that current standards are higher and in line with the national average. Progress since the last inspection has been satisfactory. Standards have improved because teachers have received good support and are becoming more skilled in planning interesting activities. As a result, evidence shows that more pupils this year are attaining the higher level 5. All groups of pupils, including those with special educational needs and those new to speaking English have made satisfactory progress overall in relation to their attainment when they started in the school. Their level of achievement is satisfactory.
58. There are several factors that influence overall standards attained. Firstly, at the end of Year 6, a significant proportion of pupils have not reached the expected standards. This is partly because there are gaps in some pupils' learning because of past weaknesses in teaching.
59. Secondly, while in discussions many pupils demonstrate a secure and rapidly improving knowledge and understanding of life processes and living things, materials and their properties and physical processes, many also find it difficult to record their thinking because they find writing a more difficult task. As a result, written tasks often do not do justice to the pupils' level of understanding.

60. Thirdly, the provision for scientific enquiry is less well developed. This is because not all teachers are confident in providing opportunities for pupils to make their own choices and develop their own questions for investigation. Where scientific enquiry is well taught, there are examples of pupils developing their own investigations. However, not all pupils are confident to undertake independent investigations and still rely heavily on support.
61. Overall the quality of teaching and learning is satisfactory. However, all teaching in lessons observed was good, with teaching assistants and teachers promoting enthusiastic responses from pupils who clearly enjoy the practical aspects of the subject. Regular opportunities for pupils to discuss their work with partners, good opportunities for them to analyse their findings using the computer suite and to review their learning at the ends of lessons serve to help them gain a fuller understanding. Pupils with special educational needs and those new to speaking English are sensitively supported and make great strides as a result.
62. Evidence from pupils' books shows that the quality of teaching and learning is not consistent. In some classes, tasks are not always sufficiently matched to the pupils' level of ability and some pupils struggle to complete the tasks set without support. Books are marked regularly, but teachers' comments frequently focus on issues of presentation rather than on the scientific learning intention of the work. Some marking is effective at helping pupils understand how they can improve, but this is not the same in all classes. Consequently, the marking does not consistently support the development of pupils' scientific knowledge and understanding and pupils' progress can at times be impeded.
63. The quality of leadership and management is good. The co-ordinator, with the support of the headteacher, has successfully developed her skills. This year she has begun to monitor the quality of teaching and learning and provide feedback so that teachers are more confident to teach the new scheme of work that she introduced two years ago. Standards are rising as a result. There is a good and relevant action plan, which correctly emphasises the need to develop investigational skills. She recognises that the system for monitoring pupil progress could be refined further so as to impact more directly on teaching and learning and is working to improve this aspect.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Although pupils enjoy learning, more able pupils are not always challenged sufficiently.
- Assessment is in the early stages of development.
- Although pupils are confident to use a variety of programs, a lack of computers in the classrooms and outdated equipment hinders progress.

Commentary

64. As found at the last inspection, standards in ICT are in line with national expectations by the end of Year 6. Inspection evidence shows that pupils make satisfactory progress throughout the school and their achievement is satisfactory overall. Overall, progress since the last inspection has been satisfactory.

65. Across the school, pupils are motivated by their work and concentrate well. Pupils who have special educational needs and those new to speaking English achieve at the same rate as their classmates in relation to their earlier learning and capabilities because they are well supported by teaching assistants. However, the more able pupils are not always given sufficient challenge during lessons. This is because teachers are not yet utilising available assessment data fully.
66. The quality of teaching and learning is satisfactory overall. However, that seen during the inspection was good overall. In all the lessons seen, teachers were using computer programmes to support learning in other subjects and because of pupil absences due to visits, some classes observed were small. Due to the number of computers and the size of the classes, pupils normally have to share the use of a computer. Pupils are confident to use a variety of programs, but can become frustrated when technical problems occur. The arrangement of computers in the suite also makes it difficult for pupils at the back of the room to see the demonstrations and all these features impact on learning. Some of the best new learning was taking place in a Year 3 class where pupils were gaining the knowledge of how to move a photograph taken of the local High Street, resize it and use Word Art to create a title. This lesson provided challenge for all pupils.
67. The leadership and management of ICT are satisfactory. With the headteacher, the co-ordinator has monitored lessons where teachers were using ICT to support learning in mathematics. An assessment system in ICT has recently been introduced, but is in the early stages of development. Although training from the co-ordinator has given the teachers confidence to use ICT programs to support learning across the curriculum, and they make the best use of the resources available the development of the subject is limited by unsatisfactory and outdated equipment. There are plans in place to redress this situation, but further development of resources would still be required. There are no interactive white boards in the school to support pupils' learning. The subject leader currently does much of the work of the ICT technician, which takes up much of his time. Plans are in place to devolve this responsibility to a teaching assistant, so as to allow him more time to monitor teaching and learning.

Information and communication technology across the curriculum

68. There is satisfactory use of computers to support pupils' learning in most subjects. The school makes good use of the computer suite and lessons showing good links between ICT and science, art, geography and numeracy were seen. However, there is a lack of computers in the classrooms and this serves to restrict the use of ICT to support learning.

HUMANITIES

69. No lessons were observed in **geography** and **history**, so it is not possible to make judgements about provision in these subjects. An examination of pupils' work in both geography and history indicates an over dependence on commercial exercises. This approach limits the opportunities for pupils to use and apply their writing skills in meaningful ways. The time allocated to the subjects does not allow for in-depth learning of both knowledge and skills that, in turn, puts a limit on the progress that pupils make. Discussions with subject leaders indicate that there are no assessment procedures in place and that their monitoring role is not well developed.

70. In **history**, pupils study the Tudors and Victorians, World War 11 events and Ancient Egyptians. There are opportunities to visit museums and visitors enrich the curriculum. Older pupils say that they do not find the subject interesting. In **geography** the local area is used effectively to develop environmental awareness through work on Whately Quarry. Pupils complete river studies and are beginning to develop mapping skills. They say that they do not have many opportunities to study the subject.

Religious Education

Provision in religious education is **unsatisfactory**

Main strengths and weaknesses

- Time is not used well enough to ensure pupils' skills are progressively developed.
- Pupils' knowledge and understanding of world faiths is insecure.
- The quality of teaching is inconsistent and insufficiently challenging.
- The co-ordinators role and assessment procedures are not fully developed.

Commentary

71. Since the last inspection, standards have fallen and they are below the expectations of the locally agreed syllabus at the end of Year 6. Although the subject is taught regularly in all classes and the subject meets the requirement of the locally agreed syllabus, not enough time is spent on individual lessons and all pupils do not have the necessary breadth and depth of knowledge and understanding. In addition there is very little progression in this knowledge and understanding with different year groups being taught identical information, with the same commercially produced exercises used. Pupils' achievements are unsatisfactory.
72. Pupils' knowledge of Christianity is limited. Whilst they could recall some stories told by Jesus, they needed considerable prompting to recall important features of the faith and their understanding of how religion affects the lives of its followers is unsatisfactory. Pupils' study Islam and Judaism as they move through school; however, their knowledge of these faiths is poor. They struggle to recall similarities and differences between world faiths.
73. Whilst a few lessons observed were satisfactory, the overall picture of teaching across the school, as reflected through pupils' work and discussions with pupils, is unsatisfactory. Pupils' recall of learning is often weak. This is partly because in some year groups there is too little recorded work in their books, work is not motivating and there are too few opportunities for extended writing. In lessons observed, some activities were lacking in challenge and in others, where artefacts were used to support learning, these were not treated with respect by all pupils.
74. The leadership and management of the subject are developing and are broadly satisfactory. There is an appropriate action plan, based on a scrutiny of pupils' work that has identified the weaknesses in planning noted in this report. A new scheme of work is ready to be put in place for the start of the school year in September and a school wide assessment procedure has been agreed for implementation in the near future. Currently there is no school wide assessment procedure in place. This makes it difficult for teachers to track and record pupils' progress and attainment and to ensure the highest level of challenge.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Due to the focus of the inspection, only one design and technology lesson was observed and none were seen in art and design and music. It is therefore not possible to make secure judgments on teaching, learning or overall provision in these subjects.
76. In **art and design**, discussions with pupils and a scrutiny of the work displayed around the school indicate that the subject is taught in all classes and meets National Curriculum requirements. The good range of extra-curricular activities provided by the school enhances learning and pupils' enjoyment. Some good pieces of work are mounted and displayed in the public areas of the school and a range of differing styles and mediums was in evidence. There is also evidence that art is used to support learning in other areas of the curriculum. The talents of a teaching assistant are well used to support learning in this area. Resources are good with some pupils having the benefit of the use of a designated art area.
77. In **design and technology**, evidence from discussions with pupils, teachers and scrutiny of the work displayed round the school and samples of pupils' work indicate that the subject meets statutory requirements. In the one lesson seen teaching and learning were very good and the children achieved very well, because the teacher was very confident in his subject knowledge and really challenged the pupils.
78. In **music**, singing in assemblies is tuneful and there are many opportunities for pupils to study an instrument in the school, with the availability of small rooms for these activities an asset to teaching and learning. There is a good range of additional activities available and during the inspection members of the school Rock band were rehearsing enthusiastically showing good skill on guitars and drums. Opportunities for pupils to visit professional shows and perform in the community enhance their social and cultural development well. However, although evidence shows that the curriculum meets statutory requirements; many older pupils expressed disappointment that the subject had not been taught for some time due to the focus on the core subjects.
79. In all these subjects, the co-ordinators have not yet had an opportunity to monitor teaching and learning and their role is not yet fully developed. All consider that since the appointment of the new headteacher they are more aware of what it means to be a co-ordinator and have begun to develop satisfactory action plans. Assessment procedures are recognised as an area for development and the school is lengthening the school day next year so as to ensure that more time can be made available to develop and improve these and other subjects. The school has applied for an Arts Mark and is proud of the good range of additional creative activities they provide to enrich the curriculum in these subjects.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils' attitudes are good and most are keen to participate.
- Careful coaching helps pupils to make good progress.
- A very wide range of additional activities enhance learning well.

- The subject leader has not yet been given the opportunity to monitor teaching and learning.

Commentary

80. By the end of Year 6, pupils' attainment is above the national expectations. Pupils make good progress and their achievements are good. The progress that pupils make has improved since the last inspection mainly because teachers are confident in their subject knowledge and the new scheme of work provides good guidance to non-specialist teachers. As a result there has been good improvement since the last inspection.
81. Most pupils have good co-ordination and control of their body when participating in outdoor games and activities, have a good team spirit and can swim at least the required 25 metres. However, some pupils' hand-eye co-ordination is not as well developed. As a result, a few pupils find it more difficult to control bats and balls, make accurate passes or execute safe catches. This prevents overall standards attained in games from being even higher. Standards are not higher in swimming because although the school has its own swimming pool, until this academic year staff did not make the best use of this facility. This has improved due to the efforts of the co-ordinator who has ensured that pupils are now taught in ability groups. Due to the timing of the inspection no dance or gymnastic lesson could be observed.
82. The quality of teaching and learning in all lessons observed was good. Teachers are adept at modelling and coaching skills. Regular praise and encouragement, good support from teaching assistants and regular opportunities for pupils to evaluate their own learning and that of their friends help them to identify areas for further improvement and spurs learning on. Lessons are fully inclusive and staff and pupils are particularly encouraging and supportive of pupils with physical disabilities or complex learning needs. Most pupils are enthusiastic and like to do well and this also helps them make good progress.
83. The leadership and management of the subject are satisfactory overall. The leadership of the subject is good, but management is satisfactory, because he has not yet had the opportunity to monitor teaching and learning or to model lessons so as to ensure that teaching is consistent across the school. His leadership is good because he is a good role model and is very proactive in the South-East Somerset School Sport Co-ordination Partnership. As a result, the quality of the curriculum has improved under his direction. Consequently, there is a very good range of additional activities provided that enable pupils to compete in competitive sports and have a taste of many different sports such as golf, trampolining and canoeing. 'Huff and Puff' circuit training has also been introduced in order to address the fitness of pupils and encourage them to understand the need to develop healthy bodies, although it is recognised that not all pupils are willing to do so and the co-ordinator rightly sees this as an area for development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. No lessons were observed and therefore no judgement is made on provision. The school sees personal development as an important part of its work. Pupils' opinions are sought and there are regular opportunities for pupils to meet to discuss personal issues and to take responsibility, so they become sensible young people by the time they leave the school. The school meets all statutory requirements. There is a detailed

scheme of work and with the support of outside agencies the school makes sure that pupils are introduced to sex, relationships and drug awareness education that are suitable for their age. This ensures that the pupils are well supported to make sensible choices in their lives.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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