

# INSPECTION REPORT

## **WELLSPRINGS COMMUNITY PRIMARY SCHOOL**

Taunton

LEA area: Somerset

Unique reference number: 123710

Headteacher: Neal Chislett

Lead inspector: David Welsh

Dates of inspection: 25 – 28 April 2005

Inspection number: 268213

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |                                       |
|------------------------------|---------------------------------------|
| Type of school:              | Primary                               |
| School category:             | Community                             |
| Age range of pupils:         | 3 to 11 years                         |
| Gender of pupils:            | Mixed                                 |
| Number on roll;              | 310                                   |
| School address:              | Crowcombe Road<br>Taunton<br>Somerset |
| Postcode:                    | TA2 7NF                               |
| Telephone number:            | 01823 275556                          |
| Fax number:                  | 01823 325753                          |
| Appropriate authority:       | The governing body                    |
| Name of chair of governors:  | Mr David Willis                       |
| Date of previous inspection: | 15 March 1999                         |

## **CHARACTERISTICS OF THE SCHOOL**

Wellsprings School serves its local community and a small number of families from further away. It is rarely oversubscribed. The proportion of pupils who claim free school meals is in line with the national average but this is unlikely to be accurate, as the local education authority does not provide school meals. Evidence from the local education authority indicates that rather more pupils come from homes where levels of income are below the national average. The number of pupils who join the school part way through their education is average. With 310 pupils from Reception to Year 6, and 26 children who attend the Nursery part-time, the school is bigger than most others. Apart from the Nursery, there are ten classes, all of which have pupils from two age groups. Attainment on entry to school is well below average although most children in Reception come with some previous pre-school experience and this ensures most understand the importance of books and numbers. Nearly all pupils are of white British origin. There are no pupils who are at the early stages of learning English. Forty-four pupils have special educational needs and this is a proportion close to the average. The most common forms of need are specific learning (dyslexia), social, emotional and behavioural and speech or communication. There are two pupils with a statement of special educational need and 12 other pupils for whom the school receives funding from the local education authority because considerable help is required. This is a similar proportion to most other schools. In 2000, 2001 and 2002 the school received the Schools Achievement Award and in 2003 the Healthy Schools Award. It is currently working towards the Investor in People Award for its work in developing staff. The school works closely with other schools in the area to develop good practice.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                    |                | Subject responsibilities  |
|--------------------------------|--------------------|----------------|---|
| 10992                          | David Welsh        | Lead inspector | Mathematics<br>Information and communication technology<br>Music<br>Physical education                              |
| 9769                           | Margaret Morrissey | Lay inspector  |   |
| 20534                          | Nichola Perry      | Team inspector | Special educational needs<br>English as an additional language<br>English<br>Art<br>Design and technology           |
|                                | Catherine Shirley  | Team inspector | Foundation Stage<br>Science<br>Geography<br>History<br>Religious education<br>Personal, social and health education |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a school that provides its pupils with a satisfactory education and has many good features.** It gives satisfactory value for money. Pupils achieve well from low starting points: standards by Year 6 are average in English, mathematics and science. The quality of teaching is good and the school's management is satisfactory overall.

The school's main strengths and weaknesses are:

- Children in the Nursery are given a very good start to their education.
- By Year 6, pupils achieve well in English, mathematics and science.
- The school makes very good provision for pupils' care, welfare, health and safety.
- Links with other schools are very good.
- The school is very committed to meeting the needs of all its pupils.
- Although teaching is good, overall, it varies from class to class and across subjects.
- Pupils in Years 1 and 2 do not achieve sufficiently well.
- Subject leaders are not sufficiently involved in monitoring and developing the quality of teaching and learning in their subject.

Improvement since the last inspection has been satisfactory. Co-ordinators lead developments in their subjects but there is no systematic programme for them to monitor and improve teaching. The presentation of work is better and systems for recording pupils' attainment have improved although the tracking system is not based on national curriculum assessments. The curriculum for information and communication technology (ICT) now meets statutory requirements. Teaching has improved in mathematics and science, particularly in Years 3 to 6. Standards have risen steadily since the last inspection. The governing body now conforms to statutory requirements.

### 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           | A    | C    | A               |
| Mathematics   | A           | A    | C    | A               |
| Science   | C           | A    | C    | A               |

*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 achieve well.** The table above shows that results in the 2004 National Curriculum tests were average in English, mathematics and science. This represents good achievement because pupils' skills in these areas when they started school were lower. The inspection finds that current standards are average in English, mathematics and science. Children in the Nursery achieve very well. Children in Reception achieve well, but because of low starting points, most will not have reached the goals expected of children by the end of Reception, except in personal development, where children make very good progress. The school rightly see this aspect as being of the highest priority in order that children may be able to learn. Pupils in Years 1 and 2 make satisfactory progress from a low starting point but this is not good enough because standards in reading, writing and mathematics are below average at the end of Year 2. **Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Pupils have good attitudes to learning and they behave well because most staff insist on a calm working atmosphere. Pupils' attendance is good. By Year 6, pupils have developed a good degree of independence in their work

and many have the self-discipline to work well unsupervised. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is good. Teaching and learning are good, overall.** In the Nursery, teaching and learning are consistently very good and in Reception they are good overall. Children are encouraged to work independently as well as in groups and they make very good progress towards the targets they are expected to achieve at the end of Reception. Although teaching and learning in Years 1 and 2 are satisfactory, overall, expectations of what all pupils can achieve are not high enough. In Years 3 to 6, teaching is good overall but it is inconsistent across classes and subjects as it ranges from unsatisfactory to excellent. The curriculum is good. Extra-curricular activities, guest speakers and visits add interest and relevance. The provision for pupils with special educational needs is good. The care and welfare given to pupils are very good and they receive good support and guidance. Links with parents and those with the community are good. Those with other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management are satisfactory.** The headteacher has a clear understanding of the priorities for school improvement and gives strong leadership in supporting pupils' pastoral development. He is well respected and supported by the assistant headteachers and staff and those who work at the school form a good team. Whilst leadership by curriculum co-ordinators is satisfactory, there is a need for them to develop their knowledge of practice in other classes through systematic monitoring of work and lesson observations. Governance of the school is satisfactory and all statutory requirements are fulfilled.

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

Parents have good opinions about the work of the school. They believe that the school is led and managed well. They are pleased with the arrangements for their children to settle in when they start at the school and the progress they make. A small number of parents expressed their concern at the levels of bullying but inspectors found no evidence to support this. Pupils state that bullying is rare and that staff deal well with any incidents. Pupils think highly of their school. They have to work hard, but staff are fair and nearly all pupils would talk to an adult if they were worried about school. Inspectors share their confidence.

## **IMPROVEMENTS NEEDED**

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

- Address the inconsistencies in the quality of teaching
- Raise teachers' expectations of what pupils can achieve in Years 1 and 2
- Develop further the role of subject leaders

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement in the Nursery is very good and in Reception it is good. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. By Year 6, pupils' attainment is average in English, mathematics and science. Pupils who are talented and gifted and those with special educational needs make good progress against the targets set for them.

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

- Pupils' overall achievement is good because they make good progress from their low starting points on entry to school.
- Pupils' achievement is only satisfactory in Years 1 and 2 because the lessons are not challenging enough.

#### **Commentary**

1. Foundation Stage children achieve well. They achieve particularly well in the Nursery as a result of the very good teaching and they continue to make good progress whilst in Reception. Because they start school with skills that are well below average overall, most children will not have reached the goals expected by the end of Reception, except in personal development, where children make very good progress and in physical development, where they start from a slightly higher base than in other areas of learning.

#### **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       | 14.1 (14.0)    | 14.6 (14.6)      |
| mathematics   | 17.5 (17.2)    | 16.2 (16.3)      |

*There were 40 pupils in the year group. Figures in brackets are for the previous year.*

2. In the national tests in 2004, standards in Year 2 were below average in writing, average in reading and well above average in mathematics. When compared to similar schools with a comparable range of free school meals, the standards in reading and writing were below average but remained well above average in mathematics. Standards in mathematics are higher than in reading and writing because the quality of teaching is better as a result of the structured approach adopted in teaching mathematics. Teacher assessments show that rather more pupils than average attained the expected level in science although a much smaller proportion than average attained the higher level. Over the past five years, the trend in the school's average points in the national tests for all core subjects was above the national trend.
3. The inspection finds that standards in the current Year 2 are below average in speaking and listening, reading, writing, mathematics and science. Standards in mathematics are not as high as those achieved last year because there are more pupils with special educational needs in the current Year 2. Teachers in Years 1 and 2 do not expect pupils consistently to produce the quantity and quality of work of which they are capable.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 27.5 (28.8)    | 26.9 (26.8)      |
| mathematics   | 27.4 (29.8)    | 27.0 (26.8)      |
| science       | 28.6 (30.5)    | 28.6 (28.6)      |

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

4. In the national tests in 2004, the school exceeded its targets in English and mathematics in relation to the number of pupils who achieved the expected Level 4. In English and mathematics, it exceeded its targets for Level 5 significantly with nearly double the proportion of pupils achieving the higher level. Overall, standards in Year 6 were average in English, mathematics and science when compared to all schools. Pupils attained well above average standards in English, mathematics and science, when compared with schools that had similar attainment at the end of Year 2. Pupils, including those with special educational needs, made very good progress overall since they were last tested nationally in Year 2. The school's test results were in the top five per cent nationally for added value. There was no significant difference between the attainment of boys and girls. Overall, in the last five years, the school's average points score in the National Curriculum tests was above the national trend, although in 2004, due to a larger proportion of pupils with special educational needs, there was a slight dip in English, mathematics and science.
5. Inspection evidence confirms that standards in English, mathematics and science are average. With the exception of those pupils with special learning needs, nearly all pupils are on track to attain the expected Level 4 in English, mathematics and science and a significant proportion are on course to attain the higher Level 5 in these subjects.
6. Pupils with special educational needs make good progress against their targets, especially in Years 3 to 6. They achieve as well as others because teachers set tasks and devise programmes that offer them the right level of support and challenge. Teachers and support assistants often work with them in small groups, adapting the questioning or rephrasing explanations to ensure that pupils understand. The school has a register of gifted and talented pupils, who, in the main, receive the same provision as higher attaining pupils. However, pupils also receive coaching in mathematics, the opportunity to participate in specialist music lessons and master classes offered through the local education authority and the Taunton Learning Partnership, which helps to extend their learning. There is no significant difference between the attainment of girls and boys.
7. It was not possible to judge overall standards in ICT, which were reported as below average at the last inspection. However, the scheme of work now meets statutory requirements and resources and teacher expertise are much improved. Most of the pupils who were observed using the computers during the inspection showed good skills in ICT. It was not possible to come to a judgement on standards in religious education.

### **Pupils' attitudes, values and other personal qualities**

Pupils' behaviour is good and they have good attitudes to learning. Attendance and punctuality are good. Pupils' personal development is good, including their social, moral and cultural development. Their spiritual development is satisfactory.

### **Main strengths and weaknesses**

- Pupils' good behaviour and attitudes contribute to good learning.
- Relationships are good throughout the school and promote harmony.

- Pupils respond well to the high expectations for their conduct set by the school.

**Commentary**

8. Pupils' behaviour is good. The school creates a happy and industrious atmosphere, which promotes the good behaviour, and this has a positive impact on pupils' learning. All respond well to the school's expectations of good behaviour. This contributes well to pupils' progress and development.
9. Relationships between pupils and adults are very good and make a significant contribution to learning and to helping build pupils' self-esteem and confidence as learners. Pupils respond well to the good examples set by all staff, treat each other with care and mostly demonstrate that they learn from their mistakes.
10. Pupils have good attitudes towards school; in lessons and in discussion they display an open enthusiasm for learning. They show keen interest and involvement in activities, as seen in many lessons. Pupils in all years make a significant contribution to class discussion; they are able to sustain concentration and to persevere, organising their own work with growing independence.
11. Pupils' spiritual awareness is satisfactory; through religious education and personal, health and social education, pupils learn the rules to live by and how to define right from wrong. Moral development is good. There are good opportunities for pupils to develop self-knowledge and understanding; opportunity for discussion and debate is well established and this also contributes to their personal development. Social development is good; pupils are keen to take responsibility and keen to provide support for others in the school and through charity work. Cultural development is good; the school involvement in the Taunton Learning Partnership and the bid for funding based on multicultural education provide good resources. A range of visits and visitors raises pupils' cultural awareness and enhances their understanding of living in a multicultural society.

**Attendance**

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data:       | 5.2 | School data :        | 0.4 |
| National data:     | 5.4 | National data:       | 0.4 |

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

12. Pupils arrive punctually for school and their attendance is good. The school has good procedures to promote attendance, working closely with other agencies including the Education Welfare Officer to support families with problems.

## 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                             | 278                  | 6                                 | 0                              |
| White – any other White background          | 4                    | 0                                 | 0                              |
| Mixed – White and Black Caribbean           | 1                    | 0                                 | 0                              |
| Black or Black British – Caribbean          | 1                    | 0                                 | 0                              |
| Black or Black British – African            | 1                    | 0                                 | 0                              |
| Chinese                                     | 2                    | 0                                 | 0                              |

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

13. There were no permanent exclusions in the last academic year though the above table shows that there were six exclusions for a fixed period and these involved three pupils.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. The quality of teaching and learning is good. The school provides a good curriculum, effectively enriched by visits and extra-curricular activities. Pupils are very well looked after and they enjoy being at school. Links with parents and the community are good and those with other schools very good.

### Teaching and learning

The overall quality of teaching and learning is good. Assessment procedures are good in the Foundation Stage and satisfactory in Years 1 to 6.

### Main strengths and weaknesses

- Teaching and learning in the Nursery are very good.
- In Years 3 and 4 some teaching is very good.
- Pupils' learning is well supported by additional adults.
- Teachers are consistent in maintaining high expectations of pupils' behaviour.
- Teaching varies from class to class and across subjects.

### Commentary

#### *Summary of teaching observed during the inspection in 43 lessons*

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor   | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 1 (2%)    | 10 (23%)  | 15 (35%) | 13 (30%)     | 4 (9%)         | 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.*

14. The headteacher has a clear understanding that if standards are to continue to rise the quality of teaching and learning has to be further improved and the unsatisfactory teaching eliminated. Staff have worked very hard to develop a calm and purposeful atmosphere

throughout the school since the last inspection and this is contributing very strongly to rising standards in Years 3 to 6. The consistently high expectations regarding behaviour and the ongoing focus on learning is strong so that almost all pupils clearly see themselves as learners and achieve well. This is particularly evident in Years 3 and 4 where teaching is consistently good. The same approach in the Nursery and Reception, with emphasis on development of communication, language, literacy and social skills, means that pupils have a secure start to their learning, which can be built on. The well-developed teamwork in Years 3 to 6 has ensured that teaching skills are the best they can be for members of staff joining the school. Ninety-one per cent of lessons observed during the inspection were judged to be satisfactory or better, with over half of the lessons being good or very good, a similar picture as at the previous inspection.

15. Teaching is consistently good at the Foundation Stage, which is an improvement since the last inspection. Teachers' planning, subject knowledge and style of teaching are effective and resources are well used so that pupils achieve well during their time in the Nursery and Reception classes. Teachers challenge pupils well in their learning and maintain high expectations of their behaviour, which means that pupils are well prepared for Year 1.
16. Overall teaching and learning are good in Years 3 to 6. The quality of teaching ranges from satisfactory to excellent in the core subjects of English, mathematics and science although overall, the quality of teaching of mathematics is stronger than the teaching of English or science because it is more structured. In Years 1 and 2 teaching is satisfactory with some unsatisfactory lessons. This reverses the position at the last inspection.
17. Planning is generally good across the school, as noted at the previous inspection. Joint planning provides pupils of the same age with parallel programmes of learning, which is contributing to pupils' good achievement. Challenge to pupils, pace of lessons, effective use of questioning and the style of teaching in over half of lessons seen are good. This makes clear to pupils how much their teachers expect of them and helps them to achieve well. Lower ability pupils are supported so that they achieve well in line with their needs, whilst more able pupils are challenged to provide more detailed answers at a higher level and progress at a faster rate. However, teaching is not yet providing this level of challenge and expectation consistently across all classes or all subjects. This is preventing more teaching from being good or very good.
18. Teachers make good use of praise to reward pupils' learning or behaviour and they respond well to this. They trust the adults in the school as a result of the good relationships between teachers, teaching assistants and pupils. All adults work well together and they are a good role model for the pupils. Most teaching assistants support the work of teachers well and help pupils in a variety of ways by explaining questions to pupils, helping them to practise their responses and encouraging them to contribute to discussions. Contributions from pupils of all abilities are highly valued by teachers which is making a real difference to raising pupils' self-esteem. As a result pupils of all abilities are prepared to 'have a go'.
19. Assessment procedures are satisfactory overall and this is an improvement on the findings at the last inspection. Learning intentions are shared with pupils at the beginning of some lessons. In the best lessons seen, teachers returned to these objectives at the end of the lesson which ensured pupils' involvement in assessing their own learning and helped teachers to know what more had to be done for all to achieve the objective. Whilst most teachers know their pupils well, the lack of regular tracking of progress means that planning and teaching cannot be as tight and focused as they need to be, especially in Years 1 and 2. The school's strategy for helping pupils to understand how they can improve is underdeveloped. Targets in English, mathematics and science are not yet well used as a matter of course in all lessons or discussed regularly with pupils so that they are clear about how they can improve. Scrutiny of pupils' books shows that some teachers' marking is developing well, by making clear what pupils have done well and what they now need to do to improve. The practice is not consistent so that marking is not yet contributing sufficiently well to pupils' own knowledge of their learning.

20. Assessment procedures for pupils with special educational needs are satisfactory. This means that pupils' individual education plans are generally well matched to their individual needs. The school identifies pupils who are gifted and talented but no evidence was seen in lessons of any specific provision for pupils.

### **The curriculum**

The curriculum, including extra-curricular activities and resources that support it is good. The accommodation is very good.

### **Main strengths and weaknesses**

- The curriculum in the Nursery is very good.
- The quality of the accommodation and the use to which it is put are very good.
- The quality of extra-curricular activities is very good.

### **Commentary**

21. The curriculum, including religious education, meets statutory requirements for all pupils. The school ensures that pupils are given the support they require to help them learn and encourages a sense of community in doing so.
22. The curriculum is effectively designed around a two-yearly cycle to ensure full access for pupils in the mixed aged classes. It is carefully planned and provides good support for teachers. Staff are currently revising it to develop greater links between subjects and further improve the investigative and experimental approach in science. Learning is enhanced by the use of resources, direct experiences such as observing eggs hatching in the incubators, visiting storytellers who present historical events and good use of artefacts, such as a penny-farthing. Personal, social and health education is planned well and is given appropriate importance within the curriculum.
23. The school provides a range of opportunities out of school time which are appreciated by the pupils and which effectively contribute significantly to pupils' enthusiasm for learning. The sporting activities are particularly well received by both girls and boys as the numbers attending indicate. During the inspection 50 pupils participated in the athletics club and over 30 in the netball club. The school plays against other local schools and in tournaments and has many successes. There are separate gymnastics clubs for boys and girls to encourage greater participation, and these and the French and computer clubs are also enthusiastically attended.
24. The building is spacious, very well utilised and is scrupulously clean, which encourages pupils to take good care of it. Many adaptations give pupils with physical impairments access to all areas, both inside and around the grounds. The learning environment is enhanced by the range of work and artefacts on display and developments such as the well-established conservation area in the grounds. Children in the Foundation Stage have waterproof clothing so that the outside learning area is accessible and well utilised whatever the weather. Staffing is appropriate to deliver the curriculum and resources to support it are good.

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

The care, guidance and welfare of pupils are very good. Support, advice and guidance are good. Pupils are involved in their personal and academic development.

### **Main strengths and weaknesses**

- Health and safety procedures are very good and ensure a secure and safe environment.

- The school seeks and acts on pupils' views well.

### **Commentary**

25. The procedures for pupils' safety and welfare are very good. The daily awareness of health and safety is very good and checks are regularly carried out. This is monitored by the governing body and the headteacher on a daily basis. Risk assessment procedures are well established and the school monitors and reviews safe working procedures. Pupils are well cared for; they feel safe and secure in school and are confident to ask for help.
26. Child protection procedures are very good. The governing body has agreed a policy that is well known to the staff and there are good working relationships with all relevant support agencies; overall this provides very good protection and care for pupils.
27. The support and guidance offered to pupils are good; the procedures and practice for the induction into school of Reception children are good and there are good procedures for any pupils joining the school at other times. Pupils have some awareness of individual lesson targets and learning objectives are explained well. The process of monitoring pupils' personal targets is developing across the school but it is not yet consistent across all classes or subjects. Pupils are confident to ask for help and respond well to class teachers and teaching assistants. Pupils' relationships with adults and each other are good and have a positive impact on their learning.
28. The school takes account of pupils' opinions and acts on them when appropriate. A school council has been in place for some time and provides pupils with an opportunity to influence school life. The recent pupil survey confirms pupils' good opinion of the school.

### **Partnership with parents, other schools and the community**

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

### **Main strengths and weaknesses**

- Transfer arrangements are very good.
- Community links make a good contribution to pupils' learning and social awareness.

### **Commentary**

29. The school works hard to develop effective links with parents, who feel they are encouraged to be involved in children's learning in an open and welcoming atmosphere. Parents are pleased with the education offered by the school. They feel teaching is good and the school is well led and efficiently managed.
30. Good information and guidance are provided to enable parents to continue children's learning at home. Parents feel well informed about the events in school and appreciate newsletters and other information. They are satisfied with the range of parent consultations and respond well to the school's invitation to hear about their children's learning.
31. Parents are confident to approach the school with any questions or problems and equally confident they will receive a satisfactory response as the headteacher and staff are always readily available.
32. Parents make a good contribution to pupils' learning. They are supportive of homework and mostly agree the school provides the right amount of work. The Parent Teacher Association is appreciated by parents and staff; they make a very good contribution to the school, helping establish relationships between home and school and raising funds. The committee provides a range of events and also support in many other ways in the school.

33. Links with other schools are very good. Pupils are well supported before and during transfer to secondary school. As a member of the developing and innovative Taunton Learning Partnership, the headteacher is working on a range of initiatives which are not just supporting the school but extending to the whole town. The closeness of the primary school network offers good opportunities for staff to share training and ideas across schools.
34. There are good links with the local community. Members of the community and local services visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with local churches, which helps to extend pupils' learning and to develop their awareness of other beliefs and cultures.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are satisfactory overall. The leadership of the headteacher is good. Governance is satisfactory. Management's effectiveness is satisfactory.

### **Main strengths and weaknesses**

- The headteacher provides clear and purposeful leadership.
- Inclusion and equality of opportunity, for all pupils, are very good.
- School staff work very well together which contributes to very effective induction of new staff.
- The quality of learning in lessons is not evaluated with sufficient rigour through regular lesson observations by subject co-ordinators with evaluative feedback to staff and follow up action.
- As a result of the school's open management structure good communication exists between all members of its community but the leadership role of the two assistant headteachers is not sufficiently clear within this.

### **Commentary**

35. Leadership by the headteacher is good overall. Since the previous inspection, the headteacher has continued to implement a range of measures that have led to further improvement in the school's ethos and performance. The very strong emphasis on developing a calm and purposeful learning environment, rather than focusing on behaviour, is making a real difference so that pupils see themselves as learners who achieve well. With staff and governors, he has developed strong teamwork that has created a climate of open communication in which there is free exchange of ideas and views, including those of parents and pupils. This is used well by staff and has led to a strong sense of community where staff share a common set of values. Key issues from the previous inspection have been met satisfactorily, although the headteacher and governors are aware that further improvement is required in the monitoring of teaching. Overall, standards by Year 6 are rising.
36. Monitoring of teaching and pupils' work is carried out mainly by the headteacher, and is not yet fully formalised in a cycle of regular evaluation of practice so that the unsatisfactory and weaker teaching is eliminated. There is insufficient delegation of this role to the assistant headteachers and key subject leaders so that their leadership roles are not being fully developed. Tracking of pupils, using national curriculum levels, is not used so that analysis of strengths and weaknesses within subjects is not possible; however, other tests are used to identify individuals or groups of pupils who are doing better than expected or underachieving. Consequently, staff know their pupils well and standards are improving by the time pupils leave the school.
37. Leadership of the Foundation Stage is satisfactory. There have been improvements to planning and the curriculum since the previous inspection, and these are now good overall although children in Reception have too few opportunities to initiate their own learning. Staff work well together in monitoring children's progress towards achieving the expected targets at

the end of Reception. Provision and leadership of special educational needs are good. Class teachers and support staff collaborate well in monitoring pupils' progress and in preparing work that helps them to reach realistic targets. Needs are promptly identified and individual education plans are appropriately produced. Parents are regularly consulted and briefed about their children's progress.

38. Governors are very supportive of the school. They know their school well and take a close interest in the ethos of the school and behaviour of pupils. They are not yet sufficiently sharp in seeking information and explanation on the school's progress towards further improvement which shows an element of complacency about the school's success. Their work focuses appropriately on financial management, linked to strategic decisions, so that the budget is managed prudently. The development plan provides a useful document that informs the work of the school for the coming year. Whilst staff and governors are involved in its development and review, discussions show that there is only satisfactory knowledge of the school's objectives for improvement. This is because there is no expectation that staff maintain action plans for the development and management of their subjects. Statutory requirements are fully met.

### Financial information

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

| Income and expenditure (£) |         | Balances (£)                        |         |
|----------------------------|---------|-------------------------------------|---------|
| Total income               | 863,244 | Balance from previous year          | -19,596 |
| Total expenditure          | 840,988 | Balance carried forward to the next | 2,660   |
| Expenditure per pupil      | 2,730   |                                     |         |

39. Approaches to financial management are satisfactory and resources are used directly to enrich pupils' learning. Finances are properly linked to priorities in the development plan and sensible adjustments are made to maximise use of limited funding. Budgetary expenditure is carefully monitored and the headteacher and governors are well briefed on the school's financial position. Day-to-day administration of the budget is secure and the school makes appropriate use of best value principles when purchasing supplies or services. The school offers satisfactory value for money overall.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision is good overall and very good in the Nursery. Children's achievement is good. Many arrive at the Nursery with skills well below the average and they make very good progress in all areas of learning because of the teaching that is consistently very good. The staff are very aware of the children's needs and learning opportunities take these into account. In the Nursery there are well-planned opportunities for children to mingle with other pupils, and when they are ready, learn together.

The Nursery teacher is a mentor to colleagues in local schools and her expertise is particularly evident in the way the six areas of learning are available inside and outside the Nursery classroom. The Nursery and the two Reception classrooms all operate as separate units and within each, the teamwork of teachers and other staff is very effective, ensuring that the children's individual needs are well met. The Reception class teachers plan thoroughly together and the format they use varies from that used in the Nursery. Teaching and learning are good overall in the Reception classes.

The Nursery has an enclosed outside learning area and its use is very effectively planned for all areas of the curriculum. Resources are good overall, but the Reception classes have less ready access to a wide range of resources that can be used outside their classrooms to encourage children's physical development. While there are differences in planning between the Nursery and Reception, children are keen to take up the opportunities offered. Leadership and management of the Foundation Stage are satisfactory overall.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Children make very good progress.
- The Nursery provides children with a very good start in school by helping them settle well.
- The timetable in the Reception classes restricts the opportunities for children to make independent choices about their learning.

#### **Commentary**

40. The good teaching and learning and the consistency of adults' expectations mean that children achieve well and their attitudes towards learning are very good. Teachers encourage children to participate in a range of activities and to play together in harmony. The special educational needs, including those of physically impaired children and others with language delay or behavioural problems, are met through the very good care, support and guidance provided by all adults in the three classes. Class management and organisation are good and ensure children feel safe and secure in school. The class and group sessions are well structured so children learn to take turns.
41. Once they have settled into school, the children start to operate independently although they are not given sufficient opportunities to engage in child-initiated activities. They learn how to behave well in the class community, and many enjoy the company of their friends, though some continue to play alongside others rather than together. All except the youngest children in the Nursery are happy to share their learning with visitors to their class. The children are learning to express their needs and ideas in the Nursery, where they are expected to listen to the adults and respond to them with comments. By the time they reach the end of Reception, the children listen and respond with increasing confidence and are keen to learn. In general,

children will try new activities but many are less happy to take the initiative. In the majority of aspects, most children will achieve the early learning goals.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children learn to listen and share their ideas and thoughts with others.
- Children make good progress.
- The Reception timetable leads to an imbalance between activities that are directed by the teacher and those initiated by children.

### **Commentary**

42. Children are given opportunities to learn to express their ideas in front of the whole class and enjoy talking with their friends. At the start of their schooling children are hesitant and the adults provide much encouragement to them, including a number who choose not to speak at all. The good teaching ensures that children make good progress and achieve well by the end of the Reception year. However, while some children will reach the early learning goals, many will only meet some aspects of them and standards overall are below average.
43. Listening to stories and joining in with rhymes and songs are eagerly undertaken and children concentrate well for extended periods. Children happily join in with songs they know well and have learned to listen attentively to adults. In a discussion, using short but complete sentences, many Reception children could tell the group about what they did at the weekend. When it was their turn to listen to others, about two thirds did so, but the other third became restless and lost concentration. Literacy lessons are timetabled daily in Reception and this sometimes leads to a limited number of activities that are very teacher directed and this restricts opportunities for children to develop independence. The school uses 'Jolly Phonics' well to introduce letter sounds and draws children into phonic games. Some more able children make a reasonable attempt at spelling common words but many wait for the teacher to scribe for them instead of having a go themselves.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children make good progress.
- Resources are used well to increase understanding.

### **Commentary**

44. Children make good progress and achieve well. As soon as they begin school, learning is encouraged informally, for example, through games, counting how many children are present in class and numbers of dots on the ladybirds. Teachers encourage children to use vocabulary correctly, such as that linked to shape. Formal lessons in Reception introduce the children to counting on and back in tens and ones, doubling numbers and the value of coins. Teachers' choice and use of resources and games help children to grasp the concepts.
45. The quality of teaching is good. Staff teamwork in the Nursery makes learning fun and the use of the puppet in Reception continued the practical informal approach. As a result, children's attention is good and they are motivated to learn. While the Reception timetable results in a formal numeracy session every day, the range of practical activities encourage

children to enjoy working with number in a variety of ways. Despite teachers' hard work, children's enthusiasm and good use of resources, many children are unlikely to reach some of the early learning goals.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children make good progress.
- The school provides a wide range of first-hand experiences.

### **Commentary**

46. Teaching is good and this leads to children achieving well and making good progress in their learning. Children enjoy learning about the world around them. The boys in particular are eager to use technology and manipulate the mouse competently when using the computer. In the Nursery, resources for water play led to children filling containers, pouring water into the tank, along gutters and down pipes and this helped them to learn about some of the properties of water. Some enjoyed the simple activity while others watched closely to see what happened when the water went down the pipe or when they blocked the drain to create a puddle. The youngest children spent at least 20 minutes making patterns and exploring the feel of foam as they moved it around the large tray, while the effective questions posed by the Nursery nurse encouraged them to describe what they did and how it felt.
47. In Reception, activities such as the investigation into how they might improve their environment help children consider the impact of their actions. The 'welly walk' in the rain to look at changes to the natural environment during the previous four weeks meant children had to observe carefully what was different and how. This activity replaced a physical education lesson and was good natural exercise, providing, too, the opportunity to visit the school's conservation area. Both the Nursery and the Reception classes expect children to play outside even when it is raining and the children understand about suitable clothing because Wellingtons, waterproof trousers and coats are provided so they may do so safely. By the end of the Foundation Stage many children are likely to reach most of the early learning goals.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children enjoy being outside and this helps them to learn well.
- The Nursery children have access to a good range of equipment which is not available to the Reception classes.

### **Commentary**

48. Achievement is good and children make good progress as a result of the good teaching. Most children will reach the early goals for physical development and many choose practical activities when they can. The outside space in the Nursery is very well planned and children frequently choose to play outside. This encourages them to develop good control of their bodies. Their enjoyment of practical activities and teachers' expectations mean that children

hold a pencil and manipulate tools correctly. The lack of large equipment in the Reception

classes makes it difficult for teachers to plan access to this part of the curriculum on a daily basis.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children make good progress as a result of the good teaching overall.
- Art and design resources are well organised and accessible in the Nursery.

### **Commentary**

49. Children enjoy using the resources to design and make ladybirds and leaves or to explore what they can do with the materials and equipment provided. When engaged, some children concentrated very well. For example, one boy spent about 20 minutes learning how to use a hole punch and using this skill to make patterns around a sheet of paper. He watched carefully when it was explained how it worked and tried again, persevering until he learned the skill.
50. There is a very broad range of opportunities and resources, especially in the Nursery and children take full advantage to create their own pieces of work using paints, glues and different papers and textiles. Imaginative play equipment is varied and children eagerly use the small world toys in particular. Music and story tapes are readily available in the listening corners. While children's attitudes are very positive, not all are likely to reach the early learning goals in this area of the curriculum.

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

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils of all abilities achieve well in Years 3 to 6 because teaching is effective and expectations are high.
- Teachers motivate pupils well by forming very good working relationships with them.
- Writing is very well developed in Years 3 and 4.
- Standards in Years 1 and 2 are below average as a result of some unsatisfactory teaching.
- The role of the co-ordinator is not sufficiently well developed because focused, evaluative monitoring of teaching does not take place.
- There is no regular tracking of pupils' progress, using national curriculum levels.

### **Commentary**

51. Achievement of pupils in Years 3 to 6 is good and standards are average by the time pupils leave the school. Achievement is unsatisfactory in Years 1 and 2. Standards in Year 2 are below average because the quality of teaching is not high enough. Because of the quality of teaching and support they receive, pupils with special educational needs achieve well.

52. Lessons seen, especially those in Years 3 and 4, focus appropriately on practising and improving writing so that standards are broadly average by the time pupils leave the school. In spite of gaps in some pupils' basic literacy skills, achievement accelerates when pupils respond well to high expectations in teaching. Expectations for the quality of pupils' handwriting and presentation are satisfactory. Whilst some teachers model the agreed style consistently in their teaching, others are not yet providing a good role model for their class. Standards of spelling are average in Years 3 to 6 and below average in Years 1 and 2.
53. Standards of speaking across the school are broadly average. Skilful use of questioning, especially open ended questions, effectively challenges and supports the learning of all pupils and they are given plenty of time to consider responses, express their views or justify opinions. The quality of discussion and debate is satisfactory, although language is often limited because some pupils lack a wide vocabulary. Most pupils display average listening skills, although expectations in Years 1 and 2 are not sufficiently high in this respect. Pupils in Years 3 to 6 are taught to listen patiently whilst others are speaking because the school instils the virtues of courtesy and tolerance at all times. Pupils generally discuss work sensibly in pairs or small groups, taking account of the contribution of others when formulating their own views.
54. Pupils achieve at least average standards in reading by the end of Year 6. This is now being well supported by the introduction of a new scheme for the teaching of sounds in Reception and Year 1. These are practised regularly so that pupils are being given a secure grounding in learning sounds and other strategies for developing their reading skills. The school is not yet providing additional sessions for older pupils who have not mastered this skill.
55. Teaching and learning are satisfactory overall; they are consistently good in Years 3 and 4 and as a result pupils achieve well and standards are improving; lessons are varied and well organised; tasks offered to higher attaining pupils, regardless of age, are appropriate and objectives offer sufficient challenge; lessons are well paced with clear and challenging objectives and high expectations regarding independence for their own learning. Pupils respond well to interesting work and teachers develop a close working relationship with their pupils that makes them eager to learn and achieve. This reflects improvement since the previous inspection. Teaching in Years 5 and 6 is satisfactory and this is preventing pupils from achieving very well overall. Teaching in Years 1 and 2 is unsatisfactory overall. Teaching skills are not well developed and the style inappropriate for the age of the pupils; teachers do not always expect pupils to write at length but often accept a small amount with too many errors. Activities offer insufficient challenge to pupils of all abilities. This reverses the position at the last inspection.
56. Leadership of English is unsatisfactory, in spite of rising standards. There is no subject action plan which outlines how the co-ordinator is managing developments and leading the subject. There is no procedure for tracking pupils' progress and attainment across the school using national curriculum levels. Use of targets relating to these is inconsistent so that pupils do not always know how well they are performing and how they can improve. Monitoring of lessons by co-ordinators, with feedback and follow up action to staff, has not yet been established. This means that there is insufficient information about strengths and weaknesses in teaching and how the subject is being taught in other classes, especially in Years 1 and 2. Development of evaluative marking is progressing well in Years 3 to 6; however, in Years 1 and 2, marking is not yet following the whole-school approach.

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

57. Overall, basic skills in literacy are being satisfactorily developed in other subjects. Pupils are given lots of opportunities for reading, speaking and listening, which are contributing to rising standards. In Years 3 to 6, opportunities to develop basic skills in writing are generally used well whenever possible and this is helping to raise standards for these pupils. In Years 1 and

2 opportunities to develop basic writing skills are not well applied which limits the rate of progress. Use of English in ICT is satisfactory.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well in Years 3 to 6 as a result of the good teaching.
- Teachers' expectations in Years 1 and 2 are not high enough.
- Procedures for developing pupils in assessing their own learning are developing well, but are not yet implemented consistently across the school.

### **Commentary**

58. Standards by the end of Year 6 are average overall and this represents good achievement from low starting points. Teachers make good use of data from tests to set ambitious but achievable targets for pupils' end of year standards. During Year 6, pupils receive additional support through booster classes where pupils are taught in appropriately sized groups according to need and ability - for example, those targeted to attain the higher Level 5. The school's tracking documents show that standards in the 2005 National Curriculum tests are likely to be a little higher than those attained last year. In addition, the school makes good use of setting pupils in Years 3 to 6 and this enables teachers to concentrate on helping pupils to strive for the higher levels. Pupils with special educational needs receive good support from teachers and their assistants and achieve well towards the targets in their individual education plans.
59. Standards by the end of Year 2 are below average and this is not as good as last year. This is partly because there are more pupils with special educational needs in Year 2 and because teachers' expectations of all pupils are not high enough. Teachers expect too little of the pupils in relation to the quantity and quality of work and they rely far too heavily on published worksheets. Achievement is satisfactory.
60. Teaching and learning are good overall in Years 3 to 6 and satisfactory in Years 1 and 2. In the good lessons, teachers planned effectively and had high expectations of pupils, both in output of work and in behaviour. Mental arithmetic sessions were pacy and interesting, such as when pupils in a Year 3 and 4 set played bingo by identifying fractions such as  $\frac{1}{4}$  of 32 and  $\frac{1}{2}$  of 34. In the very good lessons, pupils were made aware of the learning objectives at the outset and at the end of the lesson, the teacher returned to these to establish how well they had been learnt by the pupils. However, this is not a consistent practice through the school. By the end of Year 6, higher attaining pupils work well in pairs to establish the strengths and weaknesses in their learning. As a result, pupils are clear about what aspects of the curriculum they need to work on.
61. Leadership and management are satisfactory. Analysis of assessment data and test results is used well in Year 6 to set appropriate targets for pupils but there is no systematic programme to monitor teaching and learning to remedy weaknesses and to build on strengths.

### **Mathematics across the curriculum**

62. Pupils make satisfactory use of their numeracy skills in other subjects. Teachers ask children to calculate the number of children present, given the number of absentees during registration. In science, pupils use their knowledge of measurements and represent the results of investigations in tables and graphs, sometimes using computer software.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Pupils know what they need to do to improve.
- Teaching is not monitored systematically by the co-ordinator to ensure consistency of practice in the school.

### **Commentary**

63. Pupils enjoy learning science and by the end of Year 6 standards are in line with the national average. The thorough planning and well-structured booster lessons contribute to the good progress that pupils make in Years 3 to 6. Standards at the end of Year 2 are below average and achievement is unsatisfactory.
64. Overall the teaching is satisfactory in Years 3 to 6 with some good elements. The good lessons are well paced, teachers have high expectations and they provide clear guidance on the task, which enables pupils to organise the tasks and fair tests efficiently. For example, when the pupils carried out a successful investigation on the impact of friction on cars moving down a ramp, the teachers' explanations and questions helped pupils predict the outcome, organise the test and evaluate the results. No judgement on the quality of teaching and learning can be made in Years 1 and 2 as no lessons were seen during the inspection. However, the pupils' workbooks show little evidence of challenging work for the more able pupils.
65. The teachers observed in Years 3 to 6 employ a range of strategies to encourage pupils in their learning. This builds pupils' confidence in the subject and ensures that they know what they need to do to improve. For example, during the Year 6 booster session, in which one teacher systematically revised aspects of human life and living processes, pupils were encouraged to record using a mind map and highlight aspects they needed to revise independently. Pupils co-operate effectively together and work with enthusiasm. The majority can name the major organs of the body and their use, recall the names and functions of the teeth, skeleton and joints and know how the muscles link the skeleton. Pupils talk knowledgeably about the impact of exercise and aspects of healthy living.
66. The subject is well planned and is regularly reviewed. Currently, staff are reviewing the planning to strengthen the investigative and experimental approach to learning and to develop further links with other subjects. Coverage of the science curriculum at both key stages is good and the improvements to the investigative approach mean that pupils apply their numeracy skills in practical activities and use a range of measuring scales in their work. The discussions with their teacher and other pupils encourage the development of their literacy skills and help them learn related vocabulary.
67. While there are some aspects of leadership such as the planning that are good, overall leadership and management are satisfactory. There is a lead co-ordinator and a support co-ordinator, one from each key stage, but neither monitors the teaching and learning systematically. They gather some evidence of classroom practice from the scrutiny of pupils' work and teachers' planning and also gain some insight when they provide advice and support. However, their knowledge of the effectiveness of lessons is limited and results in some inconsistencies in the quality of teaching and learning in all parts of the school.

## INFORMATION AND COMMUNICATION TECHNOLOGY

68. It is not possible to make secure judgements on provision or teaching and learning as only two lessons were observed during the inspection. Evidence was gained from observing a few pupils working on computers in mathematics lessons, the school portfolio, work on display, discussions with pupils in Years 4, 5 and 6 and discussion with the co-ordinator.
69. The pupils interviewed and seen in lessons are making satisfactory progress. By Year 6, pupils are achieving standards close to those expected of pupils aged 11. They are on track to cover all elements of the scheme of work by the end of Year 6 but in some elements they will have had little opportunity to consolidate learnt skills, such as the use of electronic mail. However, this represents a significant improvement since the last inspection, especially as expectations have risen considerably since 1999.
70. In the two lessons observed teaching was good. Teachers used the interactive whiteboard well to introduce the learning objectives and to demonstrate the activities in which the children were to be involved. Pupils responded positively to teachers' questions and they worked enthusiastically on their tasks. Teachers displayed good subject expertise and this enabled them to help those pupils who found the tasks particularly challenging. Pupils in Years 1 and 2 were able to find the program they required on the Internet and with good mouse skills and knowledge of the keyboard they were able to complete their task of guiding a lorry through a maze. Pupils in Years 5 and 6 used the computers as part of a mathematics lesson in which they designed a classroom in two and three dimensions. Teaching effectively introduced and reinforced appropriate language such as 'default setting'. Two classroom assistants were engaged effectively whilst pupils were working on the computers but they were not so well used whilst the introduction to the lesson occurred.
71. Leadership and management are good. There have been significant improvements in resources with all classes timetabled for two visits to the ICT suite each week, where there is an interactive whiteboard and sufficient computers for pupils to work in pairs. Teachers have access to computers, either through their own laptop or personal computer and this, together with the training provided, has raised their confidence and subject knowledge. Most are now quite confident in their ability to teach all areas of this subject. The co-ordinator has plans to ensure that teachers' confidence continues to grow so that the curriculum can be delivered more effectively.

### Information and communication technology across the curriculum

72. Although there was little evidence of computers being used across the curriculum in lessons observed, the portfolio shows that pupils use computers in most subjects; for example, they draw pictures of themselves in art and design, complete tables and graphs in mathematics, write poems and stories in English and classify animals by group in science.

## HUMANITIES

73. Only one **religious education** lesson was seen during the inspection and so it is not possible to make judgements on provision, teaching or standards. The well-taught lesson was based on moral issues relating to the rules by which pupils think society should live. The teacher gave good examples which pupils could relate to and generated some very good group discussion.
74. The single lesson, curriculum planning, work scrutiny and discussions with pupils show the school meets the requirements of the agreed syllabus and views religious education as an important part of the curriculum. Pupils are interested in the subject and recall past work and a visit to the local chapel, but not any in-depth research they have carried out. They show an understanding of the religions they study, can name them and some of the buildings associated with them, have a knowledge of major festivals and can name many of the Ten Commandments, which is part of their current study. Since the last inspection the range of

resources has been improved greatly. The subject adds significantly to the pupils' spiritual, moral, social and cultural development.

75. Geography and history were not foci for the inspection and no lessons were observed in either subject. Therefore, no overall judgements can be made on provision, standards or quality of teaching and learning. Planning through a two-yearly cycle ensures coverage of the curriculum as pupils have to be taught in mixed age classes. It links some aspects, such as building Tudor houses in design and technology lessons. Overall, the local area is underutilised as a resource to support the development of pupils' knowledge in geography and history.
76. Pupils show an enthusiasm for **history**. They talk knowledgeably about the topics they have studied, and show a good sense of time. They have good recall of major facts and some of the activities they have undertaken, such as translating Egyptian scripts and using it to write their own names. Pupils have made copies of examples of jewellery. They use the Internet and books as well as first-hand experience to assist their learning. The current Year 6 are studying the Second World War and have interviewed their grandparents and listened to visitors who talk about their experiences as a key approach to the research for their projects. Artefacts are used well to support pupils' learning and understanding.
77. In **geography**, few examples of pupils' work were available in Years 1 and 2 and none in Years 3 to 6. Years 1 and 2 pupils learn about the world effectively through the travels of the three teddy bears who go on holiday with pupils and members of staff. Globes and atlases are available and pupils are helped to use them to locate the holiday destinations. In Year 6, pupils independently locate parts of the world using globes and atlases. They name the continents, the major oceans of the world and some capital cities in Europe, but their recall of work on rivers is superficial. Pupils are able to explain the water cycle and show good knowledge of the process.

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

78. Art and design, design and technology, music and physical education were not foci for the inspection. No design and technology lessons were seen and only one art and design lesson, one music lesson and three physical education lessons or part lessons were observed during the inspection. Therefore, no secure judgements can be made on provision, standards or teaching and learning.
79. In **art and design** and **design and technology**, there has been satisfactory improvement since the previous inspection. Schemes of work for both subjects are fully in place but they do not show a clear progression in skills. Assessment procedures have not yet been developed using national curriculum levels so that teachers and pupils are clear about progress being made and what needs to be done to improve. Teachers in Years 3 to 6 make good links with other subjects so that pupils can see the relevance of their work.
80. Discussion with pupils and scrutiny of work on display around the school show gaps in pupils learning of specific skills in both subjects. In both subjects, use of sketchbooks is neither consistent nor well developed. In design and technology pupils do not yet have practical knowledge or experience of the techniques which enable them to plan and make successfully. Standards in the Years 5 and 6 art and design lesson observed were below average because pupils lack skills in observational drawing and teaching was weak.
81. Work is very effectively displayed in classrooms and around the school so that teachers are providing good role models for pupils. In both subjects, there is satisfactory development of basic literacy skills when pupils write lists, label diagrams, write instructions for recipes or evaluations of their designs. Sewing is satisfactorily represented in the design and technology curriculum but use of ICT in both subjects is not yet fully developed.
82. In **music**, pupils' singing was heard in assemblies when they were accompanied by recorded music including singing. This was as expected for pupils' ages. Pupils are given opportunities

to participate in activities such as the Year 6 leavers' concert and Christmas celebrations. In the one music lesson observed, teaching was unsatisfactory because after carefully listening to a piece of violin music, pupils did not focus on the task set which was to move as an insect, focusing on the speed and pitch of music. Pupils have opportunities to learn a range of musical instruments, such as drums, recorder, flute, piano, violin and guitar, which enhances their learning. The group that played to all pupils in assembly played their instruments very well.

83. In **physical education**, two lessons were observed. In a Years 3 and 4 class, teaching focused on cricket skills and was satisfactory overall. In the other lesson observed, pupils in Year 5 were swimming. The class was split into five groups and three of them were effectively taught in the largest pool. Teachers ensured that pupils worked at a good pace, practising a wide range of skills from stroke technique to floating, diving and collecting heavy objects from the bottom of the pool. As a result, most of the class can already swim 25 metres in a recognised stroke.
84. Pupils have good opportunities to participate in physical activities after school and these are very well attended. Two activities were observed, netball and gymnastics. The pupils received very good tuition in these and as a result their skills were enhanced well.

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

85. It is not possible to make judgements on provision, teaching or standards as only one lesson in a Years 3 and 4 class was observed during the inspection. The learning focus was expressing feelings and being sensitive to the feelings of others. The teaching and learning were good, with the teacher providing a good role model and organising the session effectively. The plenary was very good and left the pupils with a clear message.
86. Observations of lessons at the Foundation Stage, pupils' behaviour in lessons, assemblies and around the school, class timetables and discussions with pupils indicate that the school places great emphasis on pupils' **personal, social and health development**. There are high expectations of pupils' behaviour and their interactions with others. The school council involves pupils in taking decisions about the running of the school and one class is running an election programme concurrently with the national elections, a good exercise in citizenship.
87. Planning builds in opportunities that help pupils understand the concepts of citizenship, health education and circle time, though the latter is not used in all classes. Pupils recall learning on healthy food, the dangers relating to drugs, alcohol and smoking, and basic hygiene. The pupils respond positively to the respect modelled to them by staff and the responsibilities they are given.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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