

INSPECTION REPORT

WINDWHISTLE PRIMARY SCHOOL

Weston-Super-Mare

LEA area: North Somerset

Unique reference number: 109099

Headteacher: Mrs Lyn Hunt

Lead inspector: Mrs Jane Morris

Dates of inspection: 23 - 26 May 2005

Inspection number: 268276

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:	385
School address:	Kingsley Road Weston-Super-Mare
Postcode:	BS23 3TZ
Telephone number:	01934 629 145
Fax number:	01934 413 236
Appropriate authority:	The governing body
Name of chair of governors:	Mr Roy Evans
Date of previous inspection:	7 December 1998

CHARACTERISTICS OF THE SCHOOL

This is an above average sized primary school with 360 full-time pupils on roll. A nursery provides for 49 part-time pupils. The numbers on roll are falling because the birth rate is declining in the area. Ninety eight per cent of pupils registered at the school are of white British heritage. The two per cent of pupils from other backgrounds are from black British, mixed white and black Caribbean, mixed white and black African and mixed white and Asian heritage. No pupil has English as an additional language. The school serves a ward classified as the most deprived in North Somerset and the socio-economic situations of families, although variable, are generally very disadvantaged. Attainment on entry to the nursery is very poor. The number of pupils joining and leaving the school at times other than those expected is above average at 22 per cent. Thirty per cent of pupils are currently on the school's register of special educational needs. This is well above average. Three pupils, one per cent of the school population, have a statement of special educational need. This figure is below the national average. Pupils' special needs are learning, physical, social, emotional, behaviour and language acquisition related. The school was awarded a school achievement award in 2002, 'Investors in People' status in 2004 and received the 'Healthy Schools Award' in 2004.

Since the previous inspection significant changes have taken place and reflect the school's involvement in local and government initiatives, such as being part of the Weston-super-Mare Education Action Zone. A nursery was opened in 1999. There is now a Sure Start setting on site. The school also provides facilities such as 'Breakfast Clubs'. The school is scheduled to start building work in June 2005 to provide a 'Children's Centre' within the school grounds. The school appointed a new headteacher in January 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18270	Mrs Jane Morris	Lead inspector	Foundation stage Science Art and design Design and technology English as an additional language
1311	Mr Barry Wood	Lay inspector	
8864	Mr Peter Clifton	Team inspector	Mathematics Geography History Religious education
22330	Mr Laurie Lewin	Team inspector	English Information and communication technology Music Physical education Special educational needs

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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 and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school providing good value for money. Pupils achieve well and their standards improve from being very poor on entry to the nursery to being below average by the end of Year 6. Teaching is good and ensures pupils learn well. The school does its utmost to include and support every pupil. The headteacher has very good leadership skills. She motivates a committed team, founded on strong relationships. All staff work very hard alongside an effective governing body to make certain this school is in a secure position to improve.

The school's main strengths and weaknesses are:

- Teaching is good, overall, and ensures pupils achieve well.
- Standards in English and science are below average and well below average in mathematics and religious education (RE).
- In relation to similar schools, test results are well above average in English and science. They are average in mathematics.
- The organisation and management of lessons in Years 1 and 2 do not always promote the best learning opportunities for all pupils.
- Teaching in the nursery and reception classes is very good and ensures children make a very positive start to their schooling.
- Pupils' speaking and listening skills and their ability to work together to discuss, enquire and problem solve are underdeveloped.
- The school has a good ethos and provides a very safe and caring learning environment for the high numbers of disadvantaged and vulnerable pupils who attend.
- Music standards are above average.
- Despite the school's best efforts, attendance is well below average and punctuality is unsatisfactory.

The school has made satisfactory improvement since the last inspection. Teaching is of a higher quality and better use is made of assessment. Although standards are lower than those reported previously, effectiveness and value for money are more secure. This is because achievement has improved and this has led to an improvement in standards in Year 6 that has been above the national trend over four years. Previous key issues have been addressed satisfactorily, although science enquiry skills remain underdeveloped and the roles of subject co-ordinators require further attention. The use of pupil tracking systems is developing well. Information and communication technology (ICT) and music provision have improved. The nursery, opened during the year following the inspection has supported the much improved provision for Foundation Stage children. There are enhanced partnerships with parents and governance is stronger.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	C	A
mathematics	E	D	E	C
science	D	C	D	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. Standards in Year 6 in 2004 were below average in relation to all schools but were above average in relation to similar schools. Currently standards are below average. Pupils achieve well in English and science in Years 3 to 6. In mathematics they achieve satisfactorily. Standards at the end of Year 2 in 2004 were in the lowest five per cent nationally in reading, writing

and mathematics. Pupils achieve satisfactorily in Years 1 and 2 overall, although currently standards in Year 2 are well below average in reading, writing and mathematics because of their low starting point. Children in the Foundation Stage achieve well overall. They enter the nursery with very poor standards but, having progressed well, enter Year 1 with well below average standards. As they leave reception, only one or two children reach the Early Learning Goals in any area of learning. They are, however, closer to the expected goals in their personal, social and emotional development because they achieve very well in this aspect of their work.

Pupils' personal development is satisfactory. Very good moral education and good social education, together with satisfactory spiritual and cultural education, contribute positively to this area of the school's work. Pupils display satisfactory attitudes and behaviour. Pupils' attendance is well below average and punctuality is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching is good, overall, and ensures learning is assured so pupils achieve well. Teaching is very good in the Foundation Stage and some lessons in the reception classes are outstanding. In Years 1 and 2 teaching is satisfactory overall, although in some lessons the organisation for pupils' learning could be more productive. In Years 3 to 6 teaching is good. Assessment procedures are satisfactory and work on tracking pupil progress is developing well.

The curriculum is satisfactory overall, but lacks sufficient opportunities to promote speaking and listening and enquiry and problem solving skills. Good extra-curricular provision enriches pupils' learning, especially in the performing arts. Resources and accommodation are of a satisfactory quality overall. The sports facilities are of a very high quality and plans are in hand to address the lack of a designated library area. The care, guidance and support offered to pupils are very good and have a significant impact on pupils' achievements, as do the very good community links and good contacts with other schools and colleges. Partnerships with parents are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the recently appointed headteacher is very good. She has an extremely clear vision and absolute determination to move the school forward and improve standards. Senior managers fulfil their roles well but some subject co-ordinator roles are underdeveloped. The governance of the school is good. Governors, led by a very knowledgeable chair, are very supportive. Their role as a challenging body is still developing. Financial matters are managed very well. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express generally positive views about the school and their children's education. Some parents have concerns about behaviour and the way in which the school works with them, but inspection findings show both these areas are satisfactory and have recently improved under the guidance of the recently appointed headteacher. Pupils like school. They feel very safe and appreciate the care that the school gives them. Their opinions are sought and valued by the school.

IMPROVEMENTS NEEDED

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

- Make certain that all lessons in Years 1 and 2 are organised effectively in order to raise achievement further.
- Ensure that opportunities to develop speaking and listening skills and problem solving and enquiry skills are promoted at every opportunity.
- Enable subject co-ordinators to develop their monitoring roles to support self-evaluation.
- Raise attendance levels and improve punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good. Standards are below average. In the nursery and reception classes, children achieve well and often very well. Pupils in Years 1 and 2 achieve satisfactorily and in Years 3 to 6 pupils make good progress and achieve well. Pupils with special educational needs achieve well.

Main strengths and weaknesses

- Pupils make good progress from their very poor attainment on entry to school in the nursery. They achieve well to reach standards that are below average in Year 6.
- Standards in English and science are below average throughout the school. They are well below average in mathematics and RE.
- Standards in relation to similar schools, based on prior attainment, are well above average in English and science and average in mathematics in Year 6.
- The school has a high mobility rate and a well above average proportion of pupils with learning and behaviour needs and these factors have an impact on standards.
- Some literacy and numeracy lessons in Years 1 and 2 do not provide sufficient structure to raise pupils' achievement further.
- Pupils enter the nursery with very poor standards in all areas of learning but especially in their acquisition of communication, language and literacy and mathematical skills.
- Personal, social and emotional development is fostered very well in the nursery and reception classes so children achieve very well and acquire positive attitudes to learning.
- Standards in music are above national expectations and pupils achieve very well.

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

Standards in:	School results	National results
reading	11.9 (12.0)	15.8 (15.7)
writing	10.8 (12.0)	14.6 (14.6)
mathematics	13.3 (13.8)	16.2 (16.3)

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

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

Standards in:	School results	National results
English	27.1 (25.0)	26.9 (26.8)
mathematics	24.9 (25.8)	27.0 (26.8)
science	28.1 (28.5)	28.6 (28.6)

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

Commentary

1. Although standards are below average in Year 6, achievement overall is good. Inspection findings suggest that pupils are currently achieving well in English and science but only achieving satisfactorily in mathematics.
2. The majority of children enter the nursery with extremely limited experiences and skills and by the end of Year 6 their standards have improved significantly to be below average. In 2004, test results for Year 6 showed that in comparison with all schools, results were average in

English, well below average in mathematics and below average in science. However, in relation to similar schools, English was well above average, mathematics below average and science above average. Data confirms the good achievement of pupils in Years 3 to 6. Using the standards reached at Year 2 as a starting point, pupils' results for Year 6 in 2004 showed well above average progress in English and science and average progress in mathematics.

3. The school does its utmost to reach its challenging targets. In 2004 it exceeded the English target for average and above average attainment. It did not meet its target for the number of pupils reaching the national expectations in mathematics. However, it did surpass it for those working beyond the anticipated level. The trend in improvement in the school's results over time in Years 3 to 6 has been above the national trend. This is even though the school experiences high levels of mobility and almost a third of pupils have special educational needs, both learning and behaviour related.
4. At the end of Year 2 in 2004, results were in the lowest five per cent nationally for reading, writing and mathematics. In comparison with similar schools results were well below average in all three areas. Teacher assessment showed well below average attainment in science. The trend in results over time has been below the national trend. Achievement in Years 1 and 2 is satisfactory but the school has recognised and is working on developing the provision in these year groups further. New strategies for organising the curriculum and managing lessons have been trialled recently. There have been some successes and teaching is more secure and better than it was at the time of the last inspection. However, some issues remain to be resolved because in literacy and numeracy lessons in particular not all pupils are achieving as well as they might.
5. The school's high proportion of pupils who have special educational needs achieve well in relation to their prior attainment. Clear individual education plans generally link well to the work planned in lessons to ensure that individuals reach their targets. The needs of the very small number of more able pupils are recognised and they too reach appropriate standards. The vast majority of pupils come from very disadvantaged homes and this has a very significant impact on behaviour and pupils' capacity to learn and to reach the expected levels of performance. The majority of pupils establish positive attitudes to learning but for some, a willingness to take part in lessons has to be established and nurtured very carefully. A significant number of pupils have considerable issues to deal with in their lives. The school rightly places the highest priority on this area of its work because without positive attitudes pupils will not succeed and achieve. There are some differences between the standards reached by boys and girls but inspection findings did not highlight any discernable reason in lessons for this happening. Girls and boys are both treated fairly and equally by teachers.
6. Foundation Stage profiles show that only one or two reception children meet the expected levels in any area of learning each year. Children make good progress and achieve well and often very well from their very low starting points but still start Year 1 with well below average attainment. Mathematical awareness and understanding are very poor as they join the nursery and speaking and listening skills, are extremely poor. This very low attainment on entry has a significant effect on standards in all other areas. Apart from possibly one or two children, the current group of reception children will not meet the expected goals in any area of learning. They will, however, be closer to the anticipated level in their personal, social and emotional development because of the high priority placed on this aspect and their very good achievement.
7. In ICT standards are below average in Year 2 and average in Year 6. Standards in RE are well below average in Years 2 and 6. Pupils achieve well in ICT and satisfactorily in RE. The school places a high priority on ensuring pupils are given the opportunity to succeed whenever possible and therefore it places great emphasis on subjects such as the performing arts, especially music. Standards in music are above average and pupils achieve very well. Other subjects were sampled and insufficient evidence was collected to form conclusive judgements about standards and achievement.

Pupils' attitudes, values and other personal qualities

Pupils have satisfactory attitudes and behaviour. Their very good moral education and good social education together with satisfactory spiritual and cultural education contribute positively to pupils' sound personal development. Pupils' attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Foundation Stage children make a very positive start to their school lives and they achieve very well in the area of personal, social and emotional development.
- The majority of pupils' attitudes and behaviour improve to a good level as they progress through the school.
- Pupils' very good relationships with the staff contribute greatly to their confidence and independence.
- The school has high expectations of pupils' conduct and deals skilfully with pupils with challenging behaviour.
- Spiritual, moral, social and cultural education motivates pupils and contributes well to their enjoyment of school.
- Despite the school's unstinting efforts, the attendance and punctuality of pupils are well below the national average.

Commentary

8. Children enter the nursery with extremely low ability levels and lack basic independence. They make a happy start through the diligent efforts of the staff. Children quickly understand the expectations and routines, and they respond enthusiastically to activities such as finding snails and ladybirds in the garden. They begin to develop positive attitudes and behaviour and they maintain their very good progress in this area in the reception class. Reception children listen well to their teachers, build solid friendships, and enjoy working together on tasks. Throughout the Foundation Stage, children make very good progress in developing their personal, social and emotional skills and although their standards are below average on entry to Year 1, their achievement is very good and their attitudes and behaviour ensure that they enjoy school.
9. Pupils in Years 1 to 4 display satisfactory attitudes and behaviour in the classroom, whilst pupils in Years 5 and 6 develop good attitudes and behaviour. When teaching is strong, most pupils want to try hard, are involved in lessons, and co-operate to produce a good learning environment. Lessons flow with only occasional interruptions, even when classes have a high proportion of pupils with challenging behaviour or emotional problems. Behaviour is only satisfactory and pupils become restless with challenging behaviour an issue, on the occasions when teaching lacks sufficient strategies or the flair to deal with their needs. However, overall, teachers' knowledge of behaviour and motivation techniques is usually successful in gaining pupils' involvement in lessons and concentration on tasks. This helps pupils achieve well. Around the school, pupils have good behaviour, and they learn tolerance for each other and how to interact socially with adults. Most pupils relax and play safely together without bullying or harassment being significant issues. Pupils show respect for the school environment and resources.
10. Pupils like their school and realise that it gives them a haven of security and belonging, which is not always present in their lives. Pupils build very good relationships with the staff and this raises their self-esteem and confidence. They trust the headteacher and staff and confide their personal anxieties to them. Pupils who find it hard to control their anger are confident in seeking out an adult to have a calming conversation either before school or during the day.
11. Pupils are gaining an increasingly good understanding of the newly appointed headteacher's and staff's high expectations. The one in eight pupils with challenging behaviour are learning to control their anger and frustration. The school has needed to take action on exclusions in the last year when poor behaviour flared to the surface. During the last three months, the

school has calmed and exclusions reduced markedly, as staff have become more skilled in giving pupils choices and consequences for their actions.

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	340	10	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	3	0	0

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

12. The personal development of pupils is sound and the school is working hard to raise pupils' expectations. Pupils' moral and social education are the cornerstones of the school's efforts to raise the maturity levels of pupils. All lessons are strong in their reinforcement of these provisions, but pupils' spiritual and cultural education are less well consolidated though classroom teaching. The school's revised behaviour strategies give pupils an understanding of their responsibility for self-discipline and there is a good alignment of rewards and each pupil's effort. Pupils help to develop acceptable rules and they discuss relevant behaviour and moral dilemmas through personal, social and health education lessons. The school's positive ethos encourages pupils' self-esteem and their confidence in building sustainable relationships. Staff are very good role models and lunchtimes are a happy relaxed social occasion, where pupils can mix easily. Daily collective worship meets statutory requirements and assemblies reflect on personal feelings. Pupils' knowledge and respect for the celebrations and beliefs of other faiths is adequate. They develop a keen appreciation of the awe and wonder of nature through their annual farm visit. Pupils enthusiastically participate in school concerts and show their knowledge of music, song and dance from other countries. The school's visits promote pupils' pride in their roots and history.

Attendance

Attendance in the latest complete reporting year 2003 – 2004 (%)

Authorised absence		Unauthorised absence	
School data	7.3	School data	0.5
National data	5.1	National data	0.4

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

13. Since the last inspection, the school's attendance has been consistently well below the national average. In the present year, a quarter of pupils have recorded poor attendance, despite the school's good procedures to promote attendance. Unauthorised absence is well above the national average, but holidays taken during term time are well controlled and are not a major reason for absence. The punctuality of many pupils is unsatisfactory at the start of the day. The education welfare officer gives very good support in assisting the school to focus

parents on their children's poor attendance and punctuality and its adverse impact on their progress.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Effective teaching ensures good learning and achievement. The school provides a satisfactory curriculum enhanced well by additional opportunities that are made available to all pupils. A good ethos is shaped by the very caring atmosphere. Links with the community are very good and there are good contacts with other schools and colleges. Partnerships with parents are satisfactory.

Teaching and learning

The overall quality of teaching is good. It is very good in the nursery and reception classes with evidence of some outstanding lessons on occasions in reception. Teaching is satisfactory in Years 1 and 2. It is good in Years 3 to 6. The quality of learning is usually good but there are some lessons when, in spite of the determined and skilled efforts of the teachers, pupils do not respond sufficiently well to learn as productively as they might. Assessment is satisfactory.

Main strengths and weaknesses

- On occasions teaching is outstanding in the reception classes.
- The organisation and management of literacy and numeracy lessons in Years 1 and 2 do not always ensure all pupils achieve as productively as they might.
- Teachers take account of and meet the academic and emotional needs of the majority of pupils and ensure they treat all pupils equally and fairly.
- There are some missed opportunities to foster collaborative work and to promote discussion to develop speaking skills.
- Teaching assistants are effective and help teachers to promote pupils' positive attitudes to learning.
- Music teaching is very good.

Commentary

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	18 (32%)	24 (43%)	10 (17%)	2 (4%)	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. Teaching in the Foundation Stage is very good. Occasionally, it is outstanding in the reception classes. Children benefit from teaching that ensures all the adults who work with them are thoroughly prepared, committed and engaged with them in stimulating activities. Activities take account of individual needs and place great emphasis on developing personal, social and emotional skills. The chosen activities enable children to learn and progress well and often very well even though their attainment on entry is very poor. There is an air of busy activity as soon as the door is opened to the nursery and, both indoors and out, all children are very purposefully occupied. In the reception classes there is an industrious and very productive atmosphere which promotes very effective learning. Adults support language development constantly and raise children's interest in all the exciting activities available to them. Teachers and other adults know the children very well. There is very good planning for these children and this ensures they experience high quality lessons with tasks that are varied and challenging. There is a very good blend of adult directed tasks and child initiated activities. Assessment procedures are very thorough and the outcomes are recorded

systematically. This means that children's progress is tracked very successfully and usefully supports planning for the next steps in learning.

15. In Years 1 and 2 teaching is satisfactory overall. The organisation of some lessons, particularly in literacy and numeracy, does not always ensure that each pupil is supported sufficiently to make the most of every learning opportunity. The school has been trialling different approaches to the structure and delivery of the curriculum. This has led to lessons that are far more directed at the needs of groups of pupils but the success of some lessons is marred by insufficient monitoring of independent group work. Also, the length of time that elapses between the introduction to the theme for learning and the actual work is sometimes too long. For example, a lesson with a literacy introduction was followed up by two groups of pupils working on tasks related to literacy objectives, but the teacher worked with two groups on numeracy activities that were totally unrelated to the introduction. Although the teaching input was good the follow up activities were less effective. In an unsatisfactory lesson the teacher's management of independent activities following an introduction that took place earlier in the day meant very little new learning occurred and achievement was less than satisfactory.
16. Teaching in Years 3 to 6 is good and often very good. Lessons have some very strong features. Teachers' planning is secure and almost always ensures there are well-matched opportunities for developing learning, so all pupils make good progress. The successful deployment of effective teaching assistants makes certain that pupils with additional needs are supported and they achieve well. Together, teachers and their assistants foster positive attitudes to learning even though many pupils have significant problems to deal with in their lives. In Year 4, a scrutiny of pupils' work books suggest that there are occasions when learning is not as productive in one class as it is in the other parallel class. The expectations of the pupils in one class, in relation to the other, are insufficiently challenging. There is also a lack of attention to marking and presentation.
17. Teachers have very high expectations of behaviour and pupils usually respond well. This means they are usually focused on their learning and almost all always do their best. Their academic and emotional needs are met well. All are treated fairly and equally. A small minority of pupils present very challenging behaviour, but teachers are well aware of each individual's needs. They have very effective strategies to deal with any exceptionally demanding pupils. Teaching assistants support pupils' learning well. They and the learning mentor play valuable roles in ensuring there is a consistent and positive approach to discipline and the system of rewards and sanctions and behaviour management is well established and is successful. On rare occasions the behaviour of pupils can deteriorate when they are faced with an unfamiliar situation to deal with; as in one unsatisfactory lesson when they tried to write for an extended period of time for the first time. In a good number of lessons the use of the interactive whiteboard is very effective and supports learning very productively because pupils are motivated and are keen to respond.
18. English and science are taught well. Mathematics is taught satisfactorily. Although standards in English are below average, the school is always considering how it can develop pupils' learning in this subject more productively. The extremely poor standards of speaking and listening skills that are apparent as pupils join the school have a detrimental impact on every aspect of pupils' learning. Teachers know this and are seeking ways to promote this aspect of the curriculum further but there is still work to be done to ensure this element of the pupils' learning receives sufficient emphasis. Opportunities to develop speaking and listening skills during collaborative work are missed, as are discussion times to develop problem solving skills.
19. Religious education is taught satisfactorily. Teachers are keen to develop ICT. It is taught well, although it could be incorporated more frequently into lessons in the classrooms. Music and the performing arts are taught very effectively because teachers who lead these areas of the curriculum have very good subject knowledge and expertise. Other subjects were sampled and no judgements were made about teaching. Existing links between subjects are

being fostered effectively through events such as a 'Greek Day' in Year 5. This approach helps pupils view their learning in a cohesive way and is an area the school has highlighted for future development. Teachers are keen to develop this aspect of their work further.

20. Assessment strategies are satisfactory overall and are currently a major feature of the school's development. They have improved since the previous inspection. The school's attention to monitoring the quality of teaching and its impact on learning through lesson observations is secure. Although in Years 1 and 2 there is still more to be done to improve the quality of teaching and learning, improvement has started. During this inspection a higher number of good and very good lessons were observed and, significantly, more than a third of lessons were very good or better. Improvements in teaching are particularly noticeable in music.

The curriculum

The curriculum provision is satisfactory and enrichment to the curriculum is good. Overall, the provision for accommodation and resources is satisfactory overall with high quality sporting facilities but a lack of a designated library area.

Main strengths and weaknesses

- A very rich range of activities is provided for the Foundation Stage children.
- The school enhances the curriculum effectively with its performing arts work.
- Investigative work in mathematics and science are not promoted sufficiently.
- The use of ICT is not always promoted sufficiently well in lessons.
- Opportunities for speaking are not encouraged sufficiently across the school.
- The method of organising the curriculum for literacy and numeracy lessons does not always work successfully in Years 1 and 2.
- The school is very good at ensuring all groups of pupils are fully included in all activities.
- Good provision is made for supporting pupils with special educational needs.

Commentary

21. The curricular provision for children in the Foundation Stage is very good. A wide range of imaginatively thought out activities ensures that the children have a rich range of experiences to help them learn and achieve well and often very well. This was especially noticeable when children worked on tasks related to the farm visit they made the previous day. Throughout the rest of the school the curriculum is generally broad and balanced. It has been significantly strengthened since the last inspection. In particular, since that time, appropriate schemes of work have been established for all subjects.
22. The curriculum is well enhanced by the wide range of visits made and visitors invited into the school. The school makes satisfactory provision for promoting extra-curricular activities. Additionally, the school places a strong emphasis on promoting pupils' musical and dance skills, with a wide range of good opportunities provided for pupils to perform to each other and in front of their parents and other audiences. The work carried out significantly boosts pupils' enthusiasm and confidence. The introduction of the scheme of work for PSHE has been productive. It supports the school's work on sex education and drugs and alcohol awareness. Work to gain the 'Healthy Schools' Award' has been instrumental in developing this aspect of the curriculum very successfully.
23. All subjects of the National Curriculum are covered appropriately as is the locally agreed syllabus for religious education. However, insufficient planned time is given to promoting pupils' skills in mathematical investigations and scientific enquiry. Also, while some effective work in ICT takes place in other subjects, generally it is not used sufficiently across the curriculum in class lessons.

24. Sound provision is generally made to promote pupils' literacy and numeracy skills across the school. Over the last year the school has adopted a new approach in Years 1 and 2 to curriculum delivery, whereby literacy and numeracy activities are taught in the same lessons. This method of planning did not work satisfactorily enough in sessions seen during the inspection, with the teacher and teaching assistant finding it difficult to organise the activities in a way that meant all pupils could progress at a satisfactory rate with the work. Also, some of the work did not match the needs of the pupils precisely enough. The school is rightly aware of the need to boost opportunities across the curriculum for promoting pupils' speaking skills on a more consistent and intensive basis. Some good work has already been instigated in this respect, with a visiting specialist working successfully on story telling and drama work with pupils throughout the school.
25. Staff across the school have a very strong knowledge about pupils' individual needs and very effective strategies are applied to ensure that all pupils have the fullest opportunity to participate in all activities. For example, in a few cases where pupils have significant emotional problems, the school encourages parents to sit in on lessons alongside their son or daughter. In this way pupils are given extra support to maintain their focus on classroom activities.
26. The school makes good provision for supporting pupils with special educational needs. The knowledgeable special educational needs co-ordinator liaises very closely with all staff to ensure that support matches closely to pupils' needs. In particular, staff across the school are very good at supporting pupils who encounter emotional and behaviour difficulties. Pastoral support for pupils is tightly interwoven with supporting their academic needs and good communication between all parties concerned ensures that all individuals are catered for sensitively and opportunities for them to succeed are maximised. Although staff liaise closely to evaluate pupils' needs, the school does not have formalised systems for identifying pupils' needs and is therefore not fully secure in knowing that all individuals' needs are detected at an early stage. Also, no specific whole-school systems have yet been established to track the attainment and progress of individual pupils with special educational needs as they move through the school.
27. The school has an appropriate number of suitably qualified staff. Resources for learning are satisfactory overall. The accommodation is satisfactory overall although the lack of a school library inhibits the promotion of pupils' library and research skills.

Care, guidance and support

The provision for ensuring pupils' care, welfare and health and safety is very good. The school provides pupils with good support, advice and guidance and their involvement in its work is effective.

Main strengths and weaknesses

- The headteacher, staff and governors have a very good understanding of pupils' backgrounds and nurture them very well so that they can do their best.
- The school receives very good support from outside agencies in implementing its well-defined care policies.
- The headteacher, staff and governors minimise the risks to pupils, both inside and outside the school through the application of very good child protection and health and safety procedures.
- Teachers and staff ensure that vulnerable pupils are well supported, involved in lessons, and achieve as well as they are able.
- Pupils settle happily into the school and feel part of the school family.
- The school listens to pupils effectively and increasingly involves them in its work and development.

Commentary

28. Since the last inspection, this area has been further strengthened. The school gives a very high priority to the care of pupils. The staff and governors are very mindful of the very disadvantaged community that they serve. They realise that their nurturing of the 'whole child' will make a fundamental contribution to all pupils gaining benefit from the school's education agenda. The headteacher is very dedicated to her pastoral duties and all staff are totally committed to providing children with an oasis of calm and stability. They have a very good knowledge of all their pupils and their families. This very good care and support is greatly appreciated by parents who, almost without exception, feel comfortable in approaching the headteacher and staff with their concerns and problems.
29. The headteacher and governors have developed a wide range of well-written care policies. They are consistently implemented by well-trained staff and supported by an allocated governor. The school has spent time in networking relationships with outside professional agencies and receives very good support in delivering the care agenda.
30. Child protection procedures conform to North Somerset statutory guidelines. All staff receive child protection refresher training and are very vigilant to the potential risks to pupils. Health and safety procedures are very thorough with regular reviews of the site by a governor and staff. The school is safe as evidenced by a low minor accident rate and risk assessments are effectively completed for school activities. There are sufficient first aiders and accident and medication procedures are well established. Although the school is self sufficient in the provision of sex education, parents have the chance to review materials and are given the right to withdraw their children.
31. Staff's implementation of the revised behaviour policy is the cornerstone of their support of pupils. One in eight pupils has challenging behaviour and emotional problems. Most lessons flow without interruption, even when classes have a high proportion of more vulnerable or demanding pupils. They are consistently well included in classroom activities and make good progress. Pupils' behaviour is tracked well by the headteacher and data indicates that incidents of challenging behaviour have sharply reduced during the last three months. Vulnerable pupils are very well supported by a variety of strategies including the Breakfast Club and occupational therapy and social use of language classes. The learning mentor is an invaluable resource in supporting susceptible pupils through both formal and informal drop-in conversations and liaison with parents at risk. The school has a very good relationship with the community police who visit weekly.
32. The arrangements for assessing pupils' attainment and progress are developing well and help to support the achievement of pupils. The school's support for pupils with special educational needs is good. Individual educational plans are realistic and discussed with pupils and parents. The tracking of pupils' personal development is mostly informal, except for pupils in the Foundation Stage and pupils with individual educational plans and behaviour problems. There is good feedback and discussion of issues between the teacher and the headteacher at internal staff meetings, but these discussions do not always benefit from formalised recorded information or an analysis of data for trends.
33. The induction of pupils new to the school is good. Nursery and reception class parents and pupils are made welcome in the school before the start of term and are well informed about routines through clear written communications. A number of pupils join the school later in the year and the headteacher and staff are very caring with both pupils and parents so as to integrate them into school life quickly and sensitively. Parents appreciate the school's efforts in giving their child a successful fresh start when there have been problems at another school. Pupils, including vulnerable pupils, make a smooth transition to secondary school.
34. The staff treat pupils with respect and most pupils feel that teachers want to listen to them. However, a lower proportion of pupils feel that 'they are trusted to do their own thing', due in part to the school's need to control behaviour. In the classroom, staff want to hear pupils'

ideas but their below average speaking skills limits their input. The school council has been inspirational in starting the playground buddies project and is being consulted on playground equipment. Pupils have class targets in English and mathematics but lack personal targets so that they have only a developing awareness of how they might influence their performance.

Partnership with parents, other schools and the community

Parents are very pleased with the school and the education it provides. The school has developed a sound partnership with parents. The school's links with the community are very good. The school's links with other schools are effective.

Main strengths and weaknesses

- Parents have a high level of trust in the headteacher and staff and their efforts to produce good quality education and care for their children.
- The partnership with parents does not contribute significantly to the achievement of all pupils.
- The school provides clear and easily readable information for parents.
- All pupils benefit greatly from the school's very good links with the community.
- The school has good relationships with the local schools, which greatly help pupils to settle well at the time of transfer to the next stage of education.

Commentary

35. The headteacher understands very well the need to involve parents in the life of the school and gives a very high priority to relationships with all parents. She wants the school to be welcoming and to be understanding of families living in their disadvantaged community. She has been very successful in achieving her short-term goal of gaining the trust of parents through her empathetic and engaging personality. Staff are confident in their dealings with parents. Consequently the parents' satisfaction levels have improved since the last inspection and are presently at a good level. Parents show high levels of confidence in many aspects of the school's education and there have been major increases in satisfaction for the standards of work produced by pupils and the values and attitudes of the school.
36. Where there is some dissatisfaction among parents, opinions are strongly influenced by their views of the behaviour of pupils. A quarter of parents are concerned by this aspect of the school. The inspection team judged pupils' behaviour as satisfactory overall. The headteacher and staff have defined a revised behaviour policy, which is calming the school and reducing challenging behaviour. A minority of parents do not feel that the school works well with parents. The inspection team judged this to be an overall satisfactory area. Some parents are affected by the turnover of staff and headteacher or have personal concerns which the school has not been able to resolve to their satisfaction. As a result of its good strategies to communicate with parents, these dissatisfactions have not transferred into complaints which are minimal. Positive conversations are now the norm and the school is seeking parents' views on policies prior to implementation.
37. There is no parents' policy but the aims of the school make it obvious that the school wants to work with parents. A small number of parents work very closely with the school to support their children, for example, as their children are reintegrated back into lessons. Although parents have signed the home-school agreement, a quarter of pupils have poor attendance and the punctuality of pupils is unsatisfactory at the start of the day. A minority of parents help pupils with homework. The parent teacher association is sustained by a small enthusiastic core of parents.
38. The school's prospectus and the governors' annual report to parents contain all the statutory information for parents. They represent the essential character of the school well. Annual reports to parents are good as they give informative statements of what children can do in all national curriculum subjects. They do not contain a review of past academic targets, but state

future targets in the two principal subjects. There is no expectation that pupils or parents contribute to the reports. Most parents feel comfortable with the opportunities they have to discuss their children's progress with staff. Letters and leaflets value and respect the role of parents and give them sufficient time to react to events.

39. Links with the local community are very good and support the pupils very effectively. The Sure Start project is based in the grounds of the school and brings together education for early years children, childcare and health and support for the school's families. The school has very good relationships with the newly opened 'Healthy Living Centre' which is a multi-agency facility situated close to the school, and is supporting the disadvantaged community. It is particularly beneficial for the school in promoting speech and language development and family care. The school was a pilot school for 'FarmLink', a project which allows all the school's pupils to practically understand food production, animals and habitats and the rural economy. The school has received a British Telecom award for citizenship, which initiated a 'Respect' project.
40. The school has good links with other schools, which allow pupils to transfer between schools with reduced levels of anxiety. The school is part of an 'excellence cluster' of 12 schools and is presently part of a group working with a specialist sports college, which enables the development of physical education programmes. The high quality inter-school relationships have enabled subject co-ordinators to work together, and have seen the development of the provision for special educational needs as well as gifted and talented pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good. Governance of the school is good. Other key staff provide **good** leadership and management.

Main strengths and weaknesses

- The headteacher has a very clear vision for the future of the school.
- Governors, led by a very knowledgeable chair, are very committed, supportive and well informed.
- The transition to the new headteacher has been very effectively managed.
- The monitoring role of some subject leaders is underdeveloped.
- The school's finances and administration are managed very well.

Commentary

41. The governors are closely involved in all aspects of the school's work and have a good understanding of its strengths and weaknesses. They are strongly committed to improvement through self-evaluation. Aably led by a very effective chair of governors, they provide an appropriate level of challenge to the headteacher and good support. Very good use is made of their individual experience and expertise. The chair of finance, and the governors for special educational needs and health and safety are very proactive and knowledgeable about their areas of responsibility within the school. The governors have been instrumental in working with other organisations to obtain additional grants. The 'Children's Centre' and new sports hall are examples of successful bids. Governors have supported the process of change of headteacher well. Their own self-evaluation has rightly determined a need to improve governors' monitoring from first hand experience by visiting lessons on a more regular basis. Satisfactory progress has been made on key issues identified in the last inspection.
42. The newly appointed headteacher's strong leadership and her very good management skills have made a very good start in focusing on and dealing with some weaknesses identified through monitoring and test results. Very good links with the previous acting headteacher enabled a smooth transition to take place. The new action plan to improve behaviour at lunchtimes is clearly focused and working well. There are established plans and funding set aside to set up a nurture group within the school. The headteacher has recognised

disadvantages in the organisation of some lessons in Years 1 and 2 which are holding back standards and there are plans in hand to reorganise this provision. The recent focus on the curriculum and improving the quality of teaching in Years 1 and 2 has led to staff visiting other schools to see highly effective practice elsewhere.

43. Other staff provide good leadership overall. The deputy headteacher, special education needs co-ordinator, the learning mentor and the bursar are providing very effective support to the headteacher. Although the special educational needs support provision is well led and managed, the co-ordinator for this area does not currently have enough non-contact time to carry out all of her administrative tasks and responsibilities. The school recognises this and has already made arrangements for more time during the next academic year. The curriculum leaders for English, mathematics and science provide satisfactory leadership and management. Their role in monitoring and implementing change within their subjects is underdeveloped. However, they have recently been given a budget to manage and the headteacher is taking further steps to enhance their role through training and subject self-evaluation. Very good leadership in the Foundation Stage ensures that the children make a very good start in the school.
44. The school's commitment to ensure that all pupils are included is very good. The staff are sensitive to the needs of individual pupils and there is always an adult they can turn to for advice and support.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1,101,318	Balance from previous year	99,546
Total expenditure	1,112,794	Balance carried forward to the next	88,070
Expenditure per pupil	2,754		

45. The school's finances are very well managed and the day-to-day running of the school is smooth and very efficient. There are very effective administrative systems. The resource manager's valuable and very productive role ensures the head can lead and manage the school with little interruption and very thorough organisation and clearly established systems leave teachers free to teach. Although the school has a large surplus carried forward to this financial year it is fully committed. The school has recently purchased more computerised whiteboards for classrooms and there has been significant spending on resources in Years 1 and 2 to improve provision. Other planned spending includes structural work to provide a dedicated library space and additional staff to fund the new nurture group. The school ensures that best value principles are applied to key decisions. For example, visits to other nurture groups are planned in June to compare established organisation elsewhere and the advantages and disadvantages of different ways to structure the day.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Since the last inspection this area of the school's work has improved significantly. All issues raised have been addressed. Previously, opportunities for physical and creative development were judged to be unsatisfactory. Provision is now very good in all areas. Weaknesses in accommodation and learning resources were identified. These have been developed and are of a good standard. Most importantly the school now benefits from having a nursery on site. This was opened in 1999, the year following the inspection.

The quality of teaching has improved. The exciting curriculum and stimulating daily timetables ensure teaching is very good in all areas. On occasions teaching is exemplary in the reception classes. Teachers, the nursery nurse and all other adults working in the three Foundation Stage classes understand the needs of these young children. They are effective in promoting good and often very good achievement from a very poor starting point. Teachers in the Foundation Stage work very well together as a team. They are led very effectively by the nursery class teacher. She has managed successfully the Foundation Stage provision since her appointment in 1999 when she took responsibility for opening the nursery. A very strong and particularly successful feature of her work has been the very productive focus on curriculum and assessment. 'Learning Diaries' track children's progress very carefully and their needs are identified effectively. Detailed records include notes of 'ongoing' observations and diaries also show examples of children's work in each area of learning. This close attention to the monitoring of achievement makes certain that teachers can and do plan the appropriate next steps in learning for individual children.

Children's attainment as they start school in the nursery is very poor in all areas, but especially in communication, language and literacy and mathematical awareness. Children work hard and achieve well and often very well because teachers and other adults recognise every child's needs. As they start Year 1 children's standards are well below average but they are willing and keen to learn. Assessments show that, each year, only one or two children reach the anticipated 'early learning goals' in any one area of learning. Standards are noticeably very much lower in the speaking and listening elements of communication, language and literacy.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and ensures children achieve very well.
- The organisation of the classrooms, curriculum and daily routines not only encourage independence but also provide ample opportunities for discussion and working with an adult.
- The majority of children have very limited real-life experiences to draw on.

Commentary

46. Provision ensures the personal, social and emotional development of children is very strong. Teaching is very good and all children achieve very well because great importance is placed on developing positive relationships with one another and adults. The correct emphasis is placed on developing independent learning opportunities alongside providing the appropriate amount of adult support to enable this to happen. In the nursery the teacher and the nursery nurse are very clear about what it is children need to learn. They focus on developing children's personal skills alongside every aspect of each area of learning. A well prepared range of self-initiated and teacher led activities is planned in detail and enables children to develop their personal skills really well in spite of their very limited experiences prior to starting school. Children learn how to relate to one another and share in a very wide range of

stimulating situations such as 'painting' the outside walls of the classroom with water using different sized paintbrushes. Most children have to be prompted to find out about the interesting activities that are provided for them, but very gradually they become more eager to explore.

47. In reception, children build successfully on their previous experiences in the nursery. Teachers do their utmost to foster further children's desire to learn. Children are given a very secure, calm but stimulating learning environment and participate enthusiastically in activities which teachers ensure have relevance to their experiences, such as a farm visit. Only one or two children are likely to reach the expected goals in this area of learning but many children will be closer to the anticipated goals. This is because considerable effort is put into teaching them how to approach a rich assortment of practical classroom experiences which focus on broadening their real-life experiences. These young children do behave very well, but many lack initiative and a desire to participate in tasks without continual encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very effective teaching ensures every opportunity is taken to help each child develop their speaking and listening skills.
- Children's language acquisition is often delayed and overall standards in this area are very poor on entry to the nursery.
- Role play areas stimulate speaking skills in a variety of ways.
- Reception children take part in very well planned and highly structured activities to develop letter recognition, 'sounds' awareness and very simple sentence construction.

Commentary

48. Children achieve well because teaching is very effective. It takes account of the very poor standards of language acquisition that children have as they begin their schooling in the nursery. Teaching is very good and inspires children to want to learn, to listen and to talk. The classrooms provide a wealth of opportunities for children to do this as they discuss with adults and one another. They begin to develop a wish to learn to read and listen to stories and to try out early writing skills. During lunchtimes, Year 6 pupils talk to the children in the nursery as they play with them in the home corner and read stories to them. This gives them additional opportunities to talk. 'Garden Centres' in the reception classes encourage children to chat among themselves. Although some children have very limited confidence and skills, they play and act out the roles of 'shopper' and 'assistant' having written their own label to describe the job they will be doing. Others plant seeds in the trays of compost provided and then discuss what they will have for their tea in the 'Garden Centre Café'.
49. In reception some children make a good attempt to sound out the first letter of their friend's name. They are becoming familiar with the names of letters and can name lower case and capital letters. They have a go at writing a 'letter' to Farmer Nick to thank him for their visit to the farm. However, for the majority, their skills are very limited and they find this aspect of their learning very difficult. Teachers pay a great deal of attention to helping children begin to construct sentences and write for themselves, as when they helped them to write simple captions for the photographs taken on their farm visit. Children are encouraged to learn to read. They are beginning to recognise some key words and their 'Reading Diaries' are completed frequently by the teacher, other helpers and on some occasions by adults at home. However, the majority of children are not encouraged to share books or read at home and this hinders their progress. Overall, standards are well below average as there are only one or two children who will reach the anticipated levels of the early learning goals as they start Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children start school with extremely low standards.
- Assessment strategies are embedded in the work of the Foundation Stage and are very productive.
- Teachers plan very stimulating activities that include interesting counting and sorting games.
- Teaching assistants engage well with the children to help them develop their use of mathematical language and awareness of numbers.

Commentary

50. Children throughout the Foundation Stage participate in well-structured, practical activities that promote their awareness and understanding of the value of numbers. Teaching is very good and makes certain they achieve well from their very poor starting point in the nursery. However, all but one or two children fail to reach the anticipated standards of the early learning goals by the time they enter Year 1. Teachers produce detailed planning to make sure children build on prior learning and are acquiring new knowledge successfully. Very good assessment provides clear guidance for teachers to ensure that lessons extend children's knowledge. They provide a wealth of well-focused activities. Children usually respond well, although sometimes reluctantly, to the tasks they are given. A small number of children in the nursery were confident enough to have a go at counting numbers one to six on a die, as was seen during a 'put the legs on a spider' game in the nursery. However, not all were able to count in order and only one of them could count and make the number of spots correspond to the number he was saying.
51. In the reception class there are many and varied mathematical experiences for children to take part in. One such task focused on a problem solving activity to find which shapes could be joined together so there were no gaps between them. This was set in the context of building fences for the fields they had seen on their farm visit. Teachers are committed to motivating the children and providing them with relevant and practical tasks. Teaching assistants play a valuable role in helping the children develop their mathematical language as they discuss the children's work with them, prompting and guiding but not telling them the answers to problem solving questions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Stimulating activities are very well planned to support the full range of aspects in this area.
- Quality discussion takes place with the teachers, nursery nurse, teaching assistants and other helpers.
- Many children do not have experiences that take them beyond their own immediate environment.

Commentary

52. Teaching in this area is very good. It develops children's confidence well and promotes and broadens their awareness and knowledge of the world around them both in the nursery and reception class. Even so, this area of learning has very low standards because the majority, but not all, of the children have such restricted real-life experiences to draw on before they start school. Children do achieve well in relation to their previous knowledge because the tasks that are prepared for them are motivating and are planned to compensate for their limited previous experiences. The quality of the teachers' and teaching assistants' discussion

ensures that all children are fully involved and supported in their tasks and are continually adding to their knowledge. They are challenged to think and to express their thoughts aloud. Scientific concepts are explored regularly in all three classes. Activities, such as the water tray in the reception class being used as a pond with pretend frog spawn, tadpoles, lily pads and frogs for children to play with and talk through the life cycle of a frog, are inventive and very productive.

53. Nursery children are given ample opportunities to work at the computer both independently and with help. Reception children visit the ICT suite where they practise very competently their mouse skills and use them to progress through a program that tells them all about animals, how they live and grow. In the nursery children explore the environment around their classroom, discovering mini-beasts. Throughout the Foundation Stage classes, carefully planned topics help children celebrate events such as Divali. They find out about Christmas and other festivals commemorated around the world, thus exploring Christian beliefs and the faiths of other people. This ensures the requirements of the locally agreed syllabus are followed. An understanding of past events and their place within them is encouraged as is a developing awareness of where they live. Opportunities for making things are many and varied and in the nursery interesting homes for mini-beasts were well constructed, as were the scarecrows in the reception classes.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Teachers make certain that they teach children skills, as well as enabling them to play freely.
- A wide range of outside play equipment and resources supports physical development well.
- Children's skills in balancing are well developed, but skills in manipulating small objects, such as paintbrushes and pencils, are underdeveloped.

Commentary

54. Teaching is very good. Teachers ensure that the outdoor environment is used at every opportunity to promote the development of physical skills. Children can explore, climb and develop their spatial awareness frequently and independently. Bikes, and other ride-on toys, are available in the secure outside play area in the nursery and reception children also have access to a range of ride-on toys. Children often take part in throwing games that increase their hand-eye co-ordination very effectively. Reception children were seen being taught very effectively to use these skills as they took part in a lesson in the 'multi-use games area'. They skilfully manipulated different sized balls in and out and around a line of markers.
55. Achievement in this area is good, but standards are well below average overall as children enter Year 1. Very few children reach the early learning goals. Standards are better in terms of children's ability to balance and use their bodies on large apparatus and equipment, but painting activities illustrate that many of the children cannot hold or manipulate smaller items such as paintbrushes and glue sticks correctly and this hinders them with their work in creative areas and when they try to write, especially in the nursery.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- A wide variety of creative experiences is offered.
- Teachers plan well for different role play scenarios and 'small world' play that stimulate children's imagination.
- A range of different and high quality art equipment and resources is introduced to the children.

Commentary

56. Children are taught very well in this area both in reception and the nursery. All children achieve well, but the majority have to develop their creativity from a very poor starting point because they do not have prior experiences to draw on. They begin to develop their skills in using colour and experimenting with different shapes and textures because teaching is very good and encourages their independence. Children are given numerous opportunities to find things out as they create models, for example, with construction sets and small cardboard boxes stuck together with different types of paper and glue.
57. Children are given ample opportunities to paint, draw, model with play dough, use collage materials and sculpt with clay. However, standards are well below those expected at the end of the reception year and last year only one child reached the early learning goal in this area. Musical opportunities are made available frequently to the children. In the nursery a very good lesson saw children learning how to hold and play musical instruments correctly. As they waited for their turn to play, the children watched the nursery nurse intently and listened very well to her instructions. They played their shakers, claves, triangles and scrapers enthusiastically but in a very orderly way. Children are given lots of opportunities to dress up and play imaginatively. The classrooms reflect the attention given to this area of the curriculum. They are colourful, well organised and celebrate the many different types of activities that are offered to develop children's learning effectively.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Good teaching for pupils in Years 3 to 6 ensures that they achieve well.
- Standards are below average in Year 6 and well below average in Year 2.
- Speaking and listening skills are not promoted sufficiently in lessons.
- The organisation of literacy lessons for Years 1 and 2 does not always help pupils to learn effectively.

Commentary

58. Since the last inspection, national test results for Year 6 pupils have improved at a better rate than results nationally but have not improved sufficiently for Year 2.
59. Standards of speaking and listening are well below average across the whole school. In Years 1 and 2 pupils show very limited speaking skills. Most pupils lack confidence and use a very limited range of vocabulary. Their speech is often unclear and they frequently answer questions with single word responses. By Year 6, pupils still lack confidence in expressing

their views in front of the rest of the class, and their replies to questions are usually in short phrases or sentences. However, a small minority of pupils across the school, such as a group of higher attaining pupils in Year 5, show the ability to answer their teachers' questions in more depth and in a thoughtful manner.

60. Most pupils lack motivation in responding orally and many often sit passively unless asked questions on an individual basis. Generally, pupils are attentive and respond to the wide range of strategies that the teachers utilise to make lessons more interesting and inspiring. However, the concentration span of many pupils, especially in Years 1 and 2 is often very short. Across the school, teachers work well to counteract this problem by including 'mental gymnastic' (physical co-ordination) routines and by stopping frequently to reframe ideas or review the lesson objectives. These strategies work very effectively in keeping the pupils focused and by Year 6 pupils generally listen and concentrate properly for sustained periods.
61. Reading standards by the end of Year 2 are well below average. Although a small number of pupils read fluently and with understanding, most struggle with simple texts. By Year 6, although their skills remain below average, most pupils read a range of texts accurately. However, most struggle to understand the deeper meaning in texts.
62. The standard of pupils' writing is well below average by Year 2. Spelling and punctuation are often inaccurate and handwriting is mainly unjoined. By Year 6, writing standards are below average and the range of vocabulary in use is limited and most pupils are at the early stages of learning to write in an interesting and imaginative way. Nevertheless, they often produce well-presented extended pieces of work. Punctuation is mainly accurate and handwriting is generally neat and legible, but not always joined. Pupils' writing covers an extensive range of different styles as can be seen in the many attractive displays in Years 3 to 6.
63. Achievement is satisfactory overall at Years 1 and 2. However, occasionally achievement is unsatisfactory in lessons where English and mathematics are taught in the same session. On these occasions, teachers and teaching assistants struggle to keep pupils fully focused on the tasks and the expectations for the literacy activities are not clear and not set high enough. In Years 3 to 6, achievement is good because teachers ensure that all tasks match precisely with the needs of all groups of pupils.
64. Teaching and learning are satisfactory for Years 1 and 2 overall and good in Years 3 to 6. Across the school staff develop very good relationships with all pupils. They use these good relationships effectively as a means of encouraging pupils. Generally, staff manage pupils' behaviour very well so that the atmosphere in most lessons is calm and purposeful. In the good lessons seen, teachers organise activities well to maintain the pupils' interest and high expectations are set for pupils' achievement. Teachers explain activities carefully so that all pupils know exactly what is required and, as a result work moves at a good pace. Resources to aid learning are used well; for example, the very effective use of the interactive whiteboard by a Year 6 teacher helped pupils to rapidly grasp the concepts being taught. In one good lesson in a Year 2 class and also in a good Year 5 session, skilfully guided discussions enabled pupils to successfully express their ideas and thoughts and develop and broaden their use of vocabulary. This approach boosted pupils' motivation and accelerated their progress with the follow up activities. However, this particularly productive approach was not evident in most lessons and, too often, chances to expand pupils' speaking and listening skills were not exploited sufficiently.
65. Overall, teachers and teaching assistants work well to support pupils with special educational needs. Staff have a clear awareness of pupils' needs and are good at helping individuals gain confidence in tackling new tasks.
66. The leadership and management of the subject are satisfactory. The co-ordinator has a good overview of the quality of work across the school, but much remains to be done to improve standards and speaking and listening in particular. The school has already rightly identified the need to promote speaking and listening more effectively. The use of a visiting specialist to

boost pupils' skills through involving them in enjoyable and intensive story telling and follow up drama sessions is a very effective first step in this direction.

67. Overall, strategies and procedures to assess pupils' attainment and progress are satisfactory. However, systems for tracking the performance of individual pupils as they move through the school are at an early stage of development. The school has no proper library and this limits the opportunities for pupils to develop their reading and research skills.

Language and literacy across the curriculum

68. Generally, teachers provide pupils with a good range of opportunities to develop their English skills in other subjects. Older pupils in particular produce detailed factual accounts, for example in science, geography and history. Chances to extend pupils' speaking skills are not always exploited enough in discussion work in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average.
- Number skills are taught well.
- Pupils' development of their own strategies to solve mathematical problems is weak.
- Teaching in Years 3 to 6 is good.
- There are some very good and excellent examples of the use of computerised whiteboards to present information.
- Pupils' speaking and listening skills are underdeveloped and inhibit discussions.
- There are too few opportunities for pupils to apply their mathematical skills in new situations.

Commentary

69. Pupils come into Year 1 with well below average standards. Currently, standards in Year 2 and Year 6 are well below average. In Years 3 to 6, pupils make good progress in developing number skills involving addition and subtraction, and in their understanding of place value. Across the school, pupils' understanding of how to apply these skills in different situations is underdeveloped. Pupils find it difficult to think about different ways to tackle calculations and problems. This weakness in the using and applying of mathematics is the main reason why standards in Year 6 are not higher; there are too few pupils reaching levels beyond those expected. The samples of work seen indicate that there are too few opportunities provided for pupils to develop these skills. Pupils with special educational needs often get good support and are making satisfactory progress. Overall the achievement of pupils is satisfactory.
70. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. It is satisfactory overall because insufficient emphasis is given by teachers to the development of problem solving skills. The learning resulting from good teaching is not always as good as it could be. This is because there are a number of factors which form barriers to pupils' learning. A large proportion of pupils in the school have special educational needs, both learning and behaviour related. They require a high level of support to ensure that they stay focused on their work. Pupils are nearly always well behaved in class and sit quietly when the teachers or other pupils are talking, but do not always listen carefully to explanations or offer their own ideas in response to questions. Speaking skills and the use of vocabulary are weak. In one Year 6 lesson the teacher's use of the interactive whiteboard to explain 'bearings' and 'angles' was excellent. Despite this, the pupils' response was muted. In several lessons teachers ask questions which probe pupils' understanding well. However, the answers given to questions are often single words or short phrases and these are accepted too readily.

71. Teaching in Years 3 to 6 is frequently well planned and lively. Teachers work hard to encourage and interest pupils. A small proportion of the teaching, mainly in Years 1 and 2, is uninspiring and activities are planned which are insufficiently challenging. Less productive teaching is most noticeable in the beginnings to lessons when pupils develop their mental mathematics skills. These are not used sufficiently well to develop different strategies for calculating. Follow up activities are usually well planned and link well with previous learning. Written methods for addition and subtraction are taught well and pupils use these confidently during independent work. In Years 1 and 2 the impact of the mathematics teaching is diluted because some lessons mix literacy and numeracy work.
72. Leadership and management of the subject are satisfactory. The school has a great deal of data available for each pupil and this is used to track their progress. Some is turned into useful information which enables the teaching to be targeted at specific needs but more is required. Marking in books is satisfactory. Achievement is celebrated but there are seldom comments given to pupils to move them on to the next stage of their learning. Monitoring is not yet sufficiently sharp to ensure consistent improvement across the school. Whilst the quality of teaching has improved since the previous inspection, weaknesses in using and applying mathematical skills have held standards to similar levels. Progress since the previous inspection is satisfactory.

Mathematics across the curriculum

73. The use of mathematics across the curriculum is satisfactory. There are some good links with other subjects such as the use of work on angles and bearings linked to map work before a trip to the farm. The use of ICT to support the subject is satisfactory.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average at Year 2 and below average at the end of Year 6.
- Teaching is good and develops positive attitudes to the subject through interesting tasks.
- Insufficient emphasis is placed on teaching pupils how to take part in science investigations.
- Teachers in Years 5 and 6 place great emphasis on teaching pupils the correct scientific technical vocabulary.
- There are missed opportunities to develop speaking skills and collaborative working situations.
- The recently appointed co-ordinator has a clear plan for the future development of the subject.

Commentary

74. In 2004, standards at the end of Year 6 dipped to below average in relation to schools nationally. However, standards were above average in relation to similar schools. They were well above average in comparison to similar schools based on prior attainment. Results had shown year-on-year improvement until 2004, with results improving from being well below those expected to being in line with the national average. Inspection evidence shows that pupils are currently working below the national expectations in Year 6. In lessons seen in Years 4 and 5 standards in science are closer to expectations.
75. Standards at the end of Year 2 in 2004 were within the lowest five per cent of all schools with no pupils achieving above the expected level. In comparison with similar schools teacher assessments showed standards to be well below average. Inspection evidence shows that standards are very low because pupils in Years 1 and 2 lack sufficient language skills to be able to raise questions to investigate and they experience problems in explaining clearly what they are doing and what they are finding out. Recording observations is also difficult for them as their writing skills are so underdeveloped.

76. Teaching is good throughout the school. Teachers often make good use of their own ICT skills to use computerised whiteboards. Lessons that employ these techniques help to motivate pupils so they want to learn more. Pupils with special educational needs make good progress and achieve well. Girls and boys perform equally well in terms of their learning in lessons. Progress and achievement in Years 1 and 2 are satisfactory and are better than reported previously when progress was judged to be unsatisfactory. Achievement is good in Years 3 to 6. Although teachers in Years 1 and 2 ensure all pupils, including those with special educational needs, show an enthusiasm for science and display positive attitudes, almost all are working well below expectations and none are working beyond the expected level. They are given interesting tasks to do, such as constructing a circuit to light a lighthouse and devising a pulley system to transport the lighthouse keeper's lunch but their recording skills and ability to reason and explain why things happen inhibit their performance and standards. In Years 3 to 6 teachers are able to build successfully on the foundations set in Years 1 and 2 where good attitudes to science have been established.
77. Teachers pay a lot of attention to promoting positive attitudes and raising pupils' self-esteem. They also ensure that behaviour management strategies are applied consistently as a small, but significant, minority of pupils present challenging behaviour. This is managed well in science although there is still insufficient attention placed on the development of science enquiry skills, an issue that remains from the previous inspection. Older pupils are taught the correct vocabulary to use when asked to explain their science knowledge. However, science investigations do not feature sufficiently in lessons and they are not developed systematically through the school. This means opportunities for pupils to acquire enquiry and investigative skills, to learn collaborative ways of working and to further develop the ability to discuss and share ideas are missed.
78. Although standards are lower than those reported at the time of the previous inspection because of the 'dip' in 2004, the school is in a strong position to resume the trend of improvement that it had established up until that time. This is because the recently appointed subject co-ordinator is currently developing her management of the subject and her knowledge of its needs through attendance at a course at the local university. The subject is in secure hands and indications are that areas highlighted within the subject's action plan will support its development successfully. The school improvement plan agenda has allocated time for focused lesson observations in the near future and work sampling is on schedule. The co-ordinator is fully aware of the need to ensure greater attention is paid to the teaching of science skills in a progressive way. She has already led staff meetings to support this specific area which is highlighted for improvement and has introduced assessment strategies which are being trialled.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in Information and communication technology is **good**.

Main strengths and weaknesses

- Pupils achieve well in ICT throughout the school.
- Standards attained by Year 2 are below average.
- Good and very good teaching was seen in the lessons observed.
- Opportunities are often missed to use classroom computers to support work in lessons.
- ICT is not always used enough to support learning in other subjects.
- The ICT technician's work has a significant impact on provision.
- The subject is very well led and managed and has strengthened since the previous inspection.

Commentary

79. Year 2 pupils reach below average standards, but overall pupils in Years 1 and 2 achieve well in relation to the poor standards noted when they start Year 1. In Years 3 to 6, pupils achieve well because they build on the good grounding given to them in Years 1 and 2 and this

ensures they reach average standards by the end of Year 6. Year 2 pupils know how to find their way around simple computer programs to research for information; for example using simple hyperlinks and running short movie clips. However, their overall range of experiences and knowledge is limited and they are not confident in using computers to present their ideas or in discussing their use of ICT. By Year 6, pupils have appropriate skills, knowledge and understanding in all of the required areas and use ICT on a regular basis to enhance their work in some subjects.

80. Only a very limited number of lessons were observed where ICT skills were taught directly, and therefore, it is not possible to make an overall secure judgement about the quality of teaching and learning. However, the evidence of the three lessons observed, observations of pupils using ICT in other subjects and discussions with the pupils strongly indicates that pupils are well taught in this subject. For example, in one good Year 1 lesson, the teacher provided clear instructions and demonstrations so that all pupils rapidly acquired the skills to explore the program in use. Very good teaching was seen in a Year 5 lesson and also in a Year 6 lesson. In these instances the teachers showed very confident skills, using the 'remote learning' facility which enabled pupils to follow a class demonstration on their individual computer screens. This accelerated progress and enabled all pupils to rapidly move on with the tasks provided. The very confident skills of the Year 5 teacher helped pupils very quickly understand how to cut and paste text and pictures from an internet website. Very good use of a music sequencing program by the Year 6 teacher provided pupils with exciting possibilities to build up their own short piece of 'pop music'. Pupils worked very enthusiastically with this project and some groups began to create some interesting and good quality arrangements.
81. Good use is often made of computers around the school to support pupils with special educational needs. For example, pupils are given opportunities to practise and extend their spelling skills, working independently in the mini computer suites.
82. Teachers use the main school ICT suite on a regular basis. Also, occasions were seen in lessons where classroom computers were used effectively. However, this does not happen on a consistent basis across the school and opportunities to promote pupils' skills further by using ICT are missed in many lessons. Also, although some good use of ICT is made to promote learning in other subjects, the approach varies across the school and, overall, ICT is not used sufficiently in many subject areas.
83. The teaching assistant for ICT does an excellent job in ensuring that all lessons run smoothly. She ensures that all of the equipment around the school is kept in good running order, rapidly troubleshooting any snags that occur and also provides strong support for the teachers and pupils during lessons.
84. The subject is very well led and managed. The co-ordinator has very good ICT skills and provides his colleagues with much strong support and guidance where needed. He maintains a good overview of the quality of work across the school and has created a good action plan to ensure the continuing development of all ICT resources.

Information and communication technology across the curriculum

85. Although some good use of ICT is made to promote learning in other subjects, the approach varies across the school and, overall, ICT is not used sufficiently in many subject areas.

HUMANITIES

86. No geography and only one history lesson was observed during the inspection; therefore no judgements can be made about overall provision in these two areas. Religious education was inspected fully.
87. In **geography**, planning, displays around the school and pupils' work were examined. These show appropriate coverage of the subject. Pupils in Year 6 learn about features of rivers and mountains and the development of their geographical skills and knowledge are linked with other subjects such as art. There are some examples of pupils writing at length and using number in their geography lessons. However, the number of worksheets used does not always support the improvement of literacy skills. The school enables pupils to make visits to places within easy reach of the school. These extend their experiences and knowledge. For example in Year 3, the planning for the trip and the follow up work supported the development of mapping skills and helped pupils to learn more about how their home town of Weston Super-Mare has grown and changed over time. The trip to Bristol in Year 5 to study a contrasting locality not only promoted geographical skills but also produced some good examples of extended writing. In Year 2, pupils' work shows a study of climate and the devastating effects of the Tsunami. This work also raised pupils' awareness and understanding of different cultures. Links with, and regular visits to, the farm increase pupils' awareness of land use and the jobs people do.
88. In **history**, pupils' work and planning were scrutinised. Displays around the school are of a high calibre and illustrate a high profile for, and appropriate coverage of, the subject. In the one lesson seen, teaching was good, as was achievement. Current work shows pupils in Year 6 learning about Britain since 1948 and in Year 5 they are finding out about the Ancient Greeks. The classrooms contain some good quality displays and examples of pupils' writing for different purposes. There is a good range of artefacts evident. In Year 5, pupils spent a very successful and productive whole day studying many aspects of Greek life and, for example, compared Greek writing with the alphabet. The samples of work seen indicate that pupils are using sources well to develop their understanding of past events. In Year 2, pupils use photographs well to identify differences between the past and the present.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average in knowledge and understanding.
- ICT is used well to support learning in Years 5 and 6.
- Monitoring of provision is underdeveloped.

Commentary

89. During the inspection three lessons were observed, and additional evidence was gathered from looking at samples of work and discussion with pupils. Overall standards are well below the expectations of the locally agreed syllabus. Pupils enter Year 1 with limited knowledge and understanding of the subject and very restricted experiences of different faiths. Although they make appropriate progress and achievement is satisfactory, significant gaps remain in their knowledge and understanding. The high proportion of pupils with special educational needs achieve satisfactorily. In Year 2, pupils can recall some key facts about Judaism, such as the importance of the Torah, but are unclear about specific aspects of different religions and frequently mix up their ideas about various beliefs. In Year 3, pupils are developing well their understanding about moral issues such as the being the 'same or different'. In Year 6, pupils show a superficial knowledge and understanding of the different reasons for going on journeys and pilgrimages.

90. Teaching is satisfactory and enables pupils to make progress from a very low starting point. In lessons a significant amount of time is devoted wisely to discussion. This was successful in Year 3 where pupils talked about the teaching of 'Guru Nanek' and how he set an example for others. Overall, however, pupils have well below average speaking and listening skills and this inhibits their ability to take part in meaningful debates. During discussions they frequently give single word answers to questions and seldom explain their thinking or ideas. There are good examples of the use of computerised whiteboards to support learning in Years 5 and 6. For example, in Year 5, religious symbols were illustrated and their potential impact on an audience discussed.
91. Leadership and management of the subject are satisfactory, particularly in terms of the support offered. As yet, the process of monitoring the subject across the school is underdeveloped. The newly appointed co-ordinator has already identified some of the strengths and weaknesses in the subject, including the obvious need to raise standards in Year 6. The samples of work and lessons seen indicate a broad coverage of the curriculum. However, some topics are not covered in sufficient depth. At the time of the previous inspection standards were in line with those expected but, as with other subjects, standards are lower even though pupils are achieving well and better than reported previously.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. As no lessons were seen in art and design, design and technology and physical education, provision in these subjects can not be reported in detail. Two lessons were seen in music and this subject is reported fully.
93. A gallery of pupils' **art and design** work was recently presented to parents and was available to the inspection team. This display shows that pupils benefit from experiencing a wide range of interesting activities. These include the opportunities to attend an art club at school and to work with visiting artists in their field of expertise. Pupils are enthusiastic about the subject and say they enjoy lessons. The well-presented school portfolio and classroom displays show that pupils work with different types of paint, oil-pastels, charcoal, fabric, and can use drawing pencils effectively. Teachers focus on teaching skills systematically. They teach them about line and texture and the effect light has on colour.
94. Samples of work seen suggest that pupils reach at least average standards both at Year 2 and Year 6. Some examples of an above average quality of work were seen in classrooms. In Year 6 these examples were associated with a topic on rivers and derived from studying the work of the Japanese artist Hokusai. Pupils have studied the work of other famous artists including Monet, Turner and William Morris. They have used their developing knowledge of the techniques used by these artists to 'have a go' themselves, with some impressive results. Computer programs help pupils learn effectively about line and colour. Links with other subject areas are well established and promote additional art techniques. This was seen within a Year 5 topic on the Ancient Greeks where pupils took part in making clay pots. The outcomes of this clay work were decorated well. Pupils also used a 'wax resist' process to produce the images found on ancient Greek urns.
95. Although no lessons were seen, a discussion with the previous **design and technology** co-ordinator and a review of monitoring information suggest that pupils experience working with a range of materials and techniques including food technology. Overall, indications are that pupils develop appropriate subject knowledge through designing and making a variety of products and standards are likely to be in line with expectations. This shows improvement since the last inspection. Planning shows tasks are appropriate and focused on designing and making for a specific purpose. Work is based upon national guidance supported by a published resource. Useful links are made with other subjects. For example, younger pupils have made shields and helmets for 'make believe' armour to support their work on 'Castles'. Older pupils have worked on making a carrying case for their 'gas masks' to support a World War II topic.

96. No **physical education** lessons were seen and it is therefore not possible to make judgements about the quality of provision or standards in this subject. Over recent times, the school has invested wisely to upgrade its facilities for sports – these facilities are much improved since the school was last inspected. A new multi-purpose outdoor sports area and a new sports hall complete with changing rooms mean that the school is now strongly positioned to provide pupils with a full range of physical education experiences.
97. Currently the school provides pupils with a sound range of extra-curricular sports activities and gives them chances to play sports against other schools and participate in adventurous outdoor activities during residential school visits. Good quality, high energy and well choreographed dance routines were performed by junior age group pupils in the schools' performing arts concert seen during the inspection.
98. The school rightly places a strong emphasis on giving all pupils the opportunity to learn to swim and most do so to the expected level by the time they leave the school.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards in music are above average and pupils achieve very well.
- Pupils are motivated by the musical performances in which they are involved.
- The subject is very well led and managed.

Commentary

99. Pupils do well in music throughout the school and their achievement is very good. Although only two music lessons were seen during the inspection, these sessions along with pupils' performances in a performing arts concert, show that most pupils attain above average standards. There has been significant improvement since the previous inspection when standards were judged to be unsatisfactory.
100. Due to the very good work of the music co-ordinator and the enthusiasm of the staff team, the school exudes much energy and enthusiasm within this subject. This was evidenced by the performing arts concert, watched by inspectors, where all age groups made a strong contribution. The singing from all classes was very tuneful and many pupils played instruments and maintained complex rhythms above the expectations for pupils of their age groups. A particular example of this was the Year 5 samba band, where intricate and lengthy rhythm patterns were maintained with pupils on drums and untuned percussion instruments. A mass Year 4 recorder ensemble showed pupils having a good ability for their age as they played accurately following written music. Many of the performances in the concert involved celebrating the music from other countries and effectively promoted pupils' cultural awareness.
101. Not enough lessons were seen to make an overall judgement about the quality of teaching. Nevertheless, the lessons and the concert seen indicate that teaching is at least good across the school. In a Year 2 session, the visiting music specialist worked very well with pupils – helping them to sing and play instruments well by following simple graphic notation. Her skilful approach ensured that all individuals were keen to join in. In a Year 4 lesson, the teacher worked very effectively to get the whole of the class involved in overlaying complex rhythms with a range of tuned and untuned percussion instruments. The work was challenging and illustrated the high expectations that are set for pupils. A strong accolade to the staff is the high level of motivation they have engendered in the pupils, and results in

pupils taking much pride in the quality of their work and their performances. The main touchstone of success is the way in which the teachers choose songs and ideas that grab pupils' interest.

102. Some good quality music work was also seen in a Year 6 ICT lesson where pupils worked enthusiastically with music sequencing software to compose and produce short bass, drum and guitar arrangements.
103. The subject is very well led and managed by a co-ordinator who works energetically with all of her colleagues to ensure that all pupils have the best possible opportunities to succeed as, for example, through regular opportunities for them to perform their music to each other and wider audiences. The school rightly identifies that the confidence and motivation produced by helping pupils succeed in music and dance provide a powerful platform to help boost their progress in all other areas of the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

104. Insufficient lessons were seen to be able to make a judgement about overall provision. It is clear, however, that pupils are supported very well in this aspect of the school's work. The co-ordinator has a thorough knowledge and understanding of the subject and leads it well. In the one lesson seen, Year 6 pupils discussed making correct choices and sensible decisions. They displayed good attitudes and were able to discuss collaboratively within the boundaries of their well below average speaking skills.
105. Pupils receive information to help them cope with the pressures present in their local environment. The community police visit each week and talk to groups of pupils about dealing with the antisocial behaviour which is prevalent in the neighbourhood. Also the railway police are frequent visitors as incidents often occur on the railway line which runs alongside the school grounds. The local vicar visits to lead assemblies that have a high impact by illustrating why 'rules are a good idea'. Mutual trust is the cornerstone of the provision, with pupils enjoying very good relationships with staff. This enables them to talk openly and frankly when the need arises. The learning mentor plays a very important and very influential role in this area. She acts as a confidante to many pupils and their families. Her intervention helps them to develop strategies to cope with the personal pressures in their lives that, left unresolved, might have more of a devastating effect on pupils' willingness and ability to learn.
106. Pupils have opportunities to attend residential visits. These develop pupils' independence and self-esteem as well as enhancing team spirit. The school focuses highly on the emotional and physical well-being of pupils plus their understanding of citizenship. The school council accesses pupils' views and opinions, which are used constructively by the school to develop pupils' notions of this area. The work undertaken to gain the 'Healthy Schools Award' and the recently reviewed behaviour policy developments and provision in PSHCE are having a significant impact on pupils' personal development. It is having a noticeable effect on their behaviour and their attitudes to school in general and towards one another in particular.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	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	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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