

# INSPECTION REPORT

**ST JULIAN'S CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Bath

LEA area: Bath and North East Somerset

Unique reference number: 109210

Headteacher: Ms S Jones

Lead inspector: Mrs L Brackstone

Dates of inspection: 24<sup>th</sup> - 26<sup>th</sup> January 2005

Inspection number: 269571

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed  
Number on roll: 104  
School address: Wellow  
Bath  
Postcode: BA2 8QS  
Telephone number: (01225) 833 143  
Fax number: (01225) 835 914  
Appropriate authority: The governing body  
Name of chair of Mr W Spencer  
governors:  
Date of previous 15<sup>th</sup> February 2000  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

This small Church of England school is situated in Wellow, a village a few miles to the southwest of Bath. There are slightly more boys than girls on roll. About half of the pupils come from the nearby village of Peasedown St John whilst the others live in Wellow and the surrounding villages. The large majority of the children are of white British heritage and none use English as an additional language. Most of the parents work in Bath, Bristol or are part of the local farming community. No pupils are in public care. The number of pupils entitled to free school meals is under three per cent and this is below average. St Julian's has four mixed age classes and has slightly more boys than girls. Class 1 accommodates Reception/Year 1 pupils; Class 2 consists of Years 1/2; Class 3 has Years 3/4 and Class 4 caters for Years 5 and 6. About 17 per cent of pupils have special educational needs and this is an average number; their needs include speech and communication difficulties, social and emotional issues and physical problems. Children begin school at the start of the academic year in which they will be five. Attainment on entry varies each year but is broadly average overall. The current headteacher has been appointed since the last inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs Brackstone	L Lead inspector	The Foundation Stage English as an additional language Mathematics Information and communication technology (ICT)
9173	Mrs McDermott	S Lay inspector	
22790	Mrs J Pinney	Team inspector	Science Art and design Design and technology Geography History Music
24342	Mrs D Franklin	Team inspector	English Physical education Religious education Special educational needs

The inspection contractor was:

Tribal PPI  
1 - 4 Portland Square  
Bristol  
BS2 8RR

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Julian's Church of England Primary School provides a satisfactory standard of education** despite the serious weaknesses in the leadership/management of the headteacher. Standards are average and achievement is adequate because the overall quality of teaching and learning is satisfactory. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses:

- The leadership provided by the headteacher is unsatisfactory and her management is ineffective.
- Teaching is good in Years 3 to 6. It is very good in Class 3. However, knowledge and understanding and planning for the Foundation Stage curriculum could be better.
- Provision for special educational needs is good.
- Literacy and information and communication technology skills (ICT) are not used sufficiently well to support learning across the curriculum.
- Pupils have positive attitudes to school and attendance rates are very good.
- Provision for personal development is good.
- Extra-curricular provision is very good.
- The accommodation is unsatisfactory and despite the best efforts of the teachers it impacts negatively on learning.

Improvement since the last inspection in February 2000 is unsatisfactory. The school has not rectified the weakness in communication with parents as highlighted in the previous report and standards are not as good. Leadership and management, teaching and learning and pupils' behaviour are all not as good as at the time of the last inspection.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory overall.** The above table shows that standards in the 2004 national tests at the end of Year 6 were average in English, above average in science and well above average in mathematics. The results in mathematics and science compare favourably with similar schools but results in English could be better. Standards have declined since the last inspection when they were judged to be above average in English, mathematics and science. The school is aware that it has been underperforming in English and has introduced a rigorous programme to systematically develop reading skills and this is having a positive impact on standards. Inspection findings also indicate that their writing skills are not used well enough across the curriculum to extend their subject knowledge and

this impacts negatively on their writing standards. Standards in Year 6 are average but achievement in relation to the pupils' prior attainment is satisfactory because 40 per cent of the pupils have special educational needs. Standards in Year 2 are also average and achievement is satisfactory in relation to their prior attainment. Children start school with average ability and make adequate achievement in the Foundation Stage. By the start of Year 1 of the National Curriculum standards are as expected in all areas of learning.

**Pupils' social development is very good. Spiritual, moral and cultural development is good.** The attitudes of the pupils are good. Behaviour is good in the playground but satisfactory overall in the classroom where occasionally teacher expectations are not as high as they could be.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory overall with good teaching in Classes 3 and 4,** which results in good gains in knowledge and understanding. **In Class 3 teaching is consistently very good. It is satisfactory overall in Classes 1 and 2.** The curriculum is satisfactory and provides very good opportunities for learning outside of lessons. Provision for pupils with special educational needs is good. The care, guidance and support pupils receive are good. Partnership with parents is satisfactory. Links with other schools and the local community are good and this significantly helps pupils' development.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the headteacher are both unsatisfactory.** Although many systems have been put in place by the headteacher, too much emphasis has been placed on producing paperwork and systems, which overloads the staff but has no impact on standards. She does not effectively delegate and puts undue strain onto the senior teacher. Subject leaders are satisfactorily developing their role and have started to gain an understanding of standards within the school. The governing body are supportive of the school and act on the information available to them. However, they are unable to fully carry out their role as critical friend because they are not always given sufficient information. A small number of their statutory requirements are not met.

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

The majority of parents like the school. However, a significant minority expressed concerns about special educational needs, homework, bullying and the organisation of Class 3. There were also some concerns relating to the approachability of the headteacher, the ways in which their views were sought and a general lack of communication between home and school. The inspection team endorse the concerns about the way the school is led and managed, the information provided about progress and the ways their opinions are considered. However, inspectors cannot agree with any other of the issues raised. Inspection evidence highlights that although there is insufficient support for the teacher in Class 3 the teaching observed in this class was never less than very good. Pupils like life in school and enjoy their trips out, such as the residential visit and their tour of Bath rugby ground.

## **IMPROVEMENTS NEEDED**

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

- Take action to rectify the weaknesses in the leadership and management of the headteacher.
- Improve the knowledge and understanding of teaching in the Foundation Stage so that the needs of the children can be suitably planned for.
- Make greater use of the pupils' literacy and ICT skills to extend their learning and support other areas within the curriculum.
- The school, the governors, the local diocese and the education authority need to review the inadequate accommodation.
- Ensure that governors fully meet their statutory requirements by including statutory targets and details on staff development in their annual report to parents.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children start school with average standards. Standards are average at the end of Years 2 and 6 and overall achievement is satisfactory. This represents a decline since the last inspection when standards were judged to be above average overall.

#### Main strengths and weaknesses

- Pupils with special educational needs achieve well.
- Literacy and information and communication technology (ICT) skills are not used well enough across the curriculum to support pupils' learning.

#### Commentary

1. Results in the Year 2 National Curriculum tests of 2004 indicate that pupils attained below average standards in reading and well below average standards in writing and mathematics. In comparison to similar schools, standards in reading, writing and mathematics were well below average. Since 2000 there has been a downward trend in the results at the end of Year 2.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004<sup>1</sup>**

Standards in:	School results	National results
reading	15.2 (14.2)	15.8 (15.7)
writing	13.4 (12.7)	14.6 (14.6)
mathematics	15.1 (15.3)	16.2 (16.3)

*There were 18 pupils in the year group. Figures in brackets are for the previous year.*

2. Results in the Year 6 National Curriculum tests of 2004 indicate that pupils attained well above average standards in mathematics, above average standards in science and average standards in English. In comparison to similar schools standards were above average in mathematics, average in science and below average in English. National data analysis depicts a downward trend since 2000. However, when these results are compared to the pupils' prior attainment in Year 2, standards are well above average in mathematics and science and average in English.

#### **Standards in national tests at the end of Year 6 – average point scores in 2004<sup>2</sup>**

Standards in:	School results	National results
English	27.0 (27.4)	26.9 (26.8)
mathematics	28.8 (27.4)	27.0 (26.8)
science	29.8 (28.3)	28.6 (28.6)

<sup>1</sup> All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.6. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

<sup>2</sup> All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 is 27.6. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

3. The number of children and their range of ability will vary from year to year and this makes attainment on entry difficult to judge. However, inspection evidence indicates that standards in all areas of learning are average. The current children in the Reception class are on target to meet the nationally agreed levels prior to starting the National Curriculum. Standards in Year 2 are average in reading, writing, mathematics and science. This represents good achievement in relation to their prior attainment, which was well below the local education authority's baseline when they started school. This is because there is a whole school target to improve standards in Year 2. This has included focused reading sessions and short reinforcement lessons for those pupils finding particular problems with literacy or numeracy skills.
4. Standards in Year 6 are average in English, mathematics and science. When compared to the test results of 2004 there appears to have been a decline in standards. However, 40 per cent of the pupils in the current Year 6 group have special educational needs. Therefore, in relation to their prior attainment, they are achieving well.
5. In discussion with pupils it appears that standards in ICT meet national expectations in Years 2 and 6. However, they do not use their ICT skills well enough to support their learning across the curriculum. Standards in religious education in Years 2 and 6 meet the expectations of the locally agreed syllabus. The inspection did not focus on any other subjects but work sampling in history indicates that literacy skills are not used to support this subject and this is a weakness. Numeracy skills are used satisfactorily to promote learning across the curriculum.
6. Pupils with special educational needs make good progress in relation to their targets on their individual education plans. This is because provision is well organised and there is good liaison between teachers and support staff to ensure the individual needs of the pupils are being met.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

The attendance of the pupils is very good and their punctuality is satisfactory. Pupils have good attitudes and behave appropriately on most occasions. The promotion of spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- The high rate of attendance contributes positively to the achievement of the pupils.
- Pupils enjoy coming to school and participate enthusiastically in the activities on offer.
- The school is particularly effective in encouraging pupils to take a responsible and active role in the school community.
- A minority of pupils do not make the most of their learning time because their behaviour is not as good as it could be.
- The school successfully promotes in the pupils a sense of pride in their achievements and the school's successes.

### **Commentary**

7. The attendance levels of the pupils are well above the average for primary schools. They have improved significantly since the last inspection. The headteacher and office staff work effectively with the education welfare officer to track and support the few families who have difficulties in keeping up the regular attendance of their children. However, there is insufficient use of the computer system by the school management to carry out detailed tracking of trends and to identify potential problems in between visits made by the education welfare officer. Most pupils arrive on time for the beginning of the school day. A few families are persistently late, but often by only a matter of minutes. The very good attendance and punctuality of the majority of pupils provides a good foundation for improved achievement.
8. Pupils arrive happily at the beginning of the day. They chat very positively about the exciting range of clubs, visitors and outings. Nearly all pupils attend one extra-curricular activity a week and some even participate in four or more. The whole of Year 6 keenly contributes to the leavers' production. In lessons and assemblies many pupils enthusiastically answer questions and give their views. However, when teaching is not sufficiently inspiring a few pupils go off task and do not put as much effort into their learning as they should. Overall the positive attitudes of the pupils are an important contribution to effective learning.
9. The school has very good strategies to promote the social development of the pupils. The headteacher has successfully worked hard on highlighting the importance of respect and courtesy. Pupils are very polite, speaking civilly to adults and invariably holding open doors and offering to help visitors. They contribute to their school community in many ways. The personal development of the older pupils is positively enhanced through their roles as prefects and librarians. Younger ones also learn to look after their classmates and surroundings as monitors and school councillors. Mutual support is strong in the school and goes towards making it a pleasant and well-ordered community.
10. Promotion of moral development is good. Pupils are well involved in discussing and deciding upon their own class rules each year. The school has an extensive array of rewards and sanctions to underpin the pupils' understanding of what is right and wrong. However, at times there is too much emphasis by the headteacher on producing rules instead of monitoring and evaluating what is working well to bring about better behaviour management. Consequently, in some classes a significant number of boys' behaviour is not effectively checked. This means that learning for others is undermined through silly actions and immature banter. Last year one boy was excluded for a fixed period. Behaviour in lessons is not as good as at the time of the last inspection. At break times the pupils behave well because they are kept happily occupied with games and have interesting places in which to play.
11. The school advances spiritual development well. Through Christian teaching, pupils successfully learn about their inner feelings and appreciate experiences beyond the material. Often teachers inspire their pupils to delight in finding out more. However, in a few lessons, when teaching lacks sparkle and pace, the pupils do not get as much fun out of their learning. Pupils acquire a good awareness of the less fortunate by fund-raising successfully for various charities. Of particular note is the very positive way in which the school promotes self-esteem and celebrates talent through special assemblies, rewards and the display of press cuttings. Pupils are proud to be pupils at St Julian's.
12. The promotion of cultural development is effective. For a small rural school the staff organise a good range of experiences to teach the pupils about the ways of life and

traditions from other countries. The annual Arts Week is valuable in introducing the pupils to an interesting variety of music, dance and art. Religious education familiarises pupils with different faiths, but pupils do not have sufficient chance to have first-hand experience of the wealth of cultures within the United Kingdom. Overall the advancement of the pupils' personal development continues to be strong.

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

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.4
National data	4.1	National data	0.4

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

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Asian or Asian British – Indian
Asian or Asian British – any other Asian background
No ethnic group recorded

**Exclusions in the last school year**

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
97	1	0
1	0	0
1	0	0
2	0	0
2	0	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory. Teaching and learning are both satisfactory and an appropriate curriculum is planned. Provision for extra-curricular activities is very good and is available to all pupils. The accommodation is unsatisfactory and, despite the best efforts of the teachers, has a negative impact on learning. Pupils are well cared for and given good levels of support and guidance. Good use is made of the local community and other schools to promote interesting learning experiences.

**Teaching and learning**

The overall quality of teaching and learning is satisfactory. It has declined since the last inspection when it was considered to be good overall. Assessment procedures and the use of information gained is satisfactory overall.

**Main strengths and weaknesses**

- Teaching in Years 3 to 6 is good and is consistently very good in Class 3.
- Homework is used well to support learning throughout the school.
- Assessment procedures are effectively used in Years 3 to 6.

## Commentary

### **Summary of teaching observed during the inspection in 20 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	6	9	1	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

13. Whilst half of the lessons observed during this inspection were good or better, evidence from pupils' work over time indicates that teaching and learning is satisfactory overall.
14. Pupils in Years 3 to 6 are taught by staff who have good subject knowledge and plan lessons well. They ensure that the learning intentions are shared with the pupils and this means that the knowledge and skills to be learnt are clearly identified. Pupils are encouraged to work hard and this helps them apply themselves and maintain their productivity. This was evident in a very good mathematics lesson in Class 3 where the teacher provided lots of praise for individuals by putting up her thumbs when she was pleased with the pupils' efforts. Teachers in Class 3 and 4 carefully challenge the pupils through good use of questioning skills. For example, in a good English lesson in Class 4 the teacher continually challenged the pupils by sharing guidance on how they could improve their work. Her expectations were realistic and the pupils responded well to them.
15. Pupils in Years 3 to 6 benefit from a good range of methods used by teachers to encourage them to learn. Exposition is clear and good use is made of ICT equipment as teaching aids. Lessons generally move at a good pace. For example, one Class 4 teacher explained to the pupils, during their mathematics lesson, that they had ten seconds left for work time and this made them very involved in their learning. However, occasionally behaviour management in this class is not as strong as it could be and this leads to pupil inattentiveness which impacts negatively on their learning. This has not been identified by the headteacher in her monitoring and evaluating role. Teachers use a varying and successful range of strategies. The pupils particularly enjoy working with partners and this boosts their ability to work collaboratively. Homework is used well to promote learning. For example, pupils in Class 4 have been working on a research project for history that involves using books and finding information on the Internet. These activities are helping them to work independently and successfully involve parents in their children's learning.
16. The quality of teaching in Reception and in Years 1 and 2 is satisfactory overall. Teachers make good use of a range of interesting techniques to motivate and interest the pupils. For instance, towards the end of a good mathematics lesson in Class 2 the teacher gained the pupils' attention by using different body movements to stimulate thinking. Homework is also used well to stimulate their learning. For instance, books are taken to share with parents or the pupils are asked to find out simple problems or questions at home.
17. Teachers' planning is satisfactory in Class 2 but is not sufficiently detailed for the Reception children in Class 1 because there is too much focus on the five Year 1 pupils in this class. This means that it is unclear how the Reception children's skills progress in each area of learning. The Reception teachers' knowledge of the Foundation Stage curriculum, which is recommended for the youngest children in school, is insecure because she has not had access to professional development for

the last few years. Although she clearly understands that young children learn best through play, she has not felt confident enough or sufficiently well supported to adapt her planning to fully meet the specific needs of these young children. These weaknesses have not been picked up by the headteacher in her monitoring of teaching and learning and this is unsatisfactory.

18. Teacher expectations of the level of work in Classes 1 and 2 are not always high enough. This was evident in a history lesson where all pupils were given the same activity to do. The more capable older pupils finished the task very quickly and this meant they were left with a very undemanding task of colouring in a picture. Behaviour in this class is at times unsatisfactory because the pupils are allowed to talk whilst the teacher is speaking to them. Teachers are keen to encourage the children but at times they do not fully engage them in suitably challenging work. For example, in an unsatisfactory lesson, the Reception children were observed learning how to use a listening centre. However, it was clear that these children were not learning new skills or techniques. The headteacher has failed to notice these weaknesses in her monitoring role and this is unsatisfactory.
19. Teaching assistants are used well to support the children in Classes 1 and 2. This quality support enables the teachers to focus on particular groups of children. However, there is not enough support timetabled to meet the needs of these young children and this impacts negatively on the quality of provision. Class 2 benefit from the use of an interactive whiteboard and this helps them acquire knowledge and skills visually. The teacher in Class 1 makes good use of puppets to stimulate the children's interest and creates exciting role-play areas to develop their imaginations. However, the lack of resources, particularly in Class 1 is clearly evident, which limits the amount of learning that can take place in the Foundation Stage.
20. Teachers ensure that activities, particularly in English and mathematics, are suitable to meet the needs of pupils who find learning difficult. The special educational needs co-ordinator provides good support for teachers when they write and review individual targets that have been set for pupils. Pupils, who are withdrawn for special programmes, are well supported by able learning support assistants and this impacts well on pupils' learning.
21. Procedures for assessment are good in Years 3 to 6 and the information gained is used well to ensure that the pupils receive appropriate teaching input. The pupils are made aware of what they need to do to improve and targets to help them in their next stage to learning are shared with them. In Class 2 the procedures for assessing pupils are good. The information gained from these tracking procedures is used satisfactorily to inform teachers in their planning and to help the pupils improve. In Class 1 the children's progress is tracked but insufficient use is made of the information to ensure that they always receive appropriate activities.

## **The curriculum**

Overall, the curriculum is satisfactory and meets statutory requirements. Opportunities for enrichment are very good. Resources are satisfactory but the accommodation is unsatisfactory.

## **Main strengths and weaknesses**

- There is a very good range of extra-curricular activities, including after-school clubs and visits.
- Provision for pupils with special educational needs is good.
- There are not enough support staff in some lessons, which has a negative impact on curriculum provision.
- The outside area has been well developed but overall accommodation is unsatisfactory.

## Commentary

22. The quality and range of learning opportunities is satisfactory. Statutory requirements are met and the school appropriately follows the Locally Agreed syllabus for religious education. Subject leaders have recently effectively evaluated the curriculum and the recommended national guidelines are satisfactorily followed using a two-year rolling programme in the non-core subjects. Teachers plan well for the different ages and ability of pupils in their class for English and mathematics, but this is less evident in some of the other areas of the curriculum where pupils are given the same worksheet irrespective of age and ability. For example, evidence from sampling work in history indicates that not only are pupils in the mixed age classes given the same worksheets in history, but also those in Years 2 and 6.
23. Curriculum planning for the Foundation Stage satisfactorily includes all the recommended areas of learning. However, learning objectives for lessons are not always sufficiently focused on the stepping stones that lead children to the achievement of the Early Learning Goals.
24. The school has a wide range of extra-curricular activities, which are popular and well attended by pupils. The school has recently introduced regular theme weeks such as an 'Arts Week' and 'Health Week'. During 'Arts Week' pupils gained a good range of multicultural experiences such as African drumming, Aboriginal art, Indian dancing and visits from local artists. Visits to places of interest and visitors to school also enrich the curriculum and support learning very well.
25. Provision for pupils with special educational needs is good. Learning support assistants provide good support for those pupils with statements of special educational needs and other pupils in the class who find learning or conforming difficult. Small groups of pupils are withdrawn, for short periods during literacy sessions, to follow specific programmes, known as 'snappy lessons'. In literacy and numeracy lessons teachers provide activities that are well matched to meet the needs of the different ability groups, including those who find learning difficult. These activities are appropriately linked to the pupils' targets on their individual education plans. No pupils are currently disapplied from the National Curriculum.
26. The school makes adequate provision for personal, social, health and citizenship education, including sex education and drugs awareness education. Weekly sessions are timetabled for all classes, although these lessons have not been monitored by the subject leader nor headteacher to ensure that they actually take place. For example during the inspection a timetabled personal, social and health education lesson was cancelled. Pupils have satisfactory opportunities to discuss issues during sessions when they sit together.
27. Although the school has enough support staff to work with special educational needs pupils, there are times when teachers have little or no support in lessons. This is

particularly evident in the large Years 3 and 4 class and in the Foundation Stage. Parents and members of the community are very willing to help in school but this support is not guaranteed and teachers cannot plan as wide a range of activities in lessons as they would like. Consequently inadequate provision is having a negative impact on standards and curriculum provision and there is no evidence to suggest that the headteacher has been carefully monitoring these concerns.

28. The outside accommodation has been developed well to support the curriculum. There is an attractive adventure area, quiet area and woodland area, which are adequately used to support a range of curricular activities. However, the playground is small and it is not easily used for the teaching of ball skills. The temporary classrooms are in a poor state of repair and do not provide an environment conducive for learning. The hall is too small for older pupils to have physical education lessons and this makes the teaching of the National Curriculum very difficult. The administration office is a cramped corridor and, despite the very best efforts of the staff, it is totally unsuitable for them to work effectively in this space without constant interruptions. Resources are satisfactory overall, although there are weaknesses in resources for children in the Foundation Stage and for ICT. Resources for reading have improved, although the range of big books available for use during literacy sessions is limited and this makes it difficult for pupils to see the print during whole class sessions. This is having a negative impact on the teaching strategies. The library contains an adequate selection of books for older pupils but its additional use as a general teaching area does not enable pupils to enjoy the facility as a place for personal interest and research. Consequently, pupils have few opportunities to develop research skills, which in turn impacts on their attainment in reading.

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

The care, welfare, health and safety of the pupils are good. The provision of support and guidance to the pupils is good. The involvement of pupils through seeking, valuing and acting on their views is very good.

### **Main strengths and weaknesses**

- The safety and security of the pupils are a high priority.
- The formal surveys of pupils' views are very well organised and pupils make a valuable contribution to how their school is run.
- Very close attention is paid to recording and tracking pupils' behaviour and pastoral needs.

### **Commentary**

29. Pupils are safe and secure at St Julian's. Recently the school has sensibly concentrated on improving the fencing around the site. Each day the caretaker carefully ensures the school buildings and outside areas are free from hazards. Fire equipment is in good order and meticulous records are kept of fire drills. Risks are efficiently assessed before taking the pupils on outings. A very good number of staff have first aid certificates. Accidents are precisely recorded. However, because there are two accident books being used in tandem, it is currently difficult to track welfare accurately. Child protection procedures are satisfactory. Essential training for the whole staff in the latest guidance is imminent. The headteacher puts the welfare of



the pupils as a high priority and is conscientious in seeking out the relevant support and advice to this end.

30. Pupils have a very good voice in the school and this means that their views are taken into consideration. For example, the school surveys the views of pupils regularly and the headteacher diligently analyses the results. A recent concern by a few pupils about bullying led to a useful discussion during Health Week on how to resolve these issues. The school council gives pupils a valuable opportunity to start to learn about democracy. Councillors run the meetings themselves and ensure that the views of their classmates are listened to and decisions fed back to them. All pupils are involved in drawing up their own class rules and have a say in the school's Golden Rules. On a personal note, pupils are very clear that they have an adult to turn to if they are upset or worried. However, the school is aware, particularly as there has been a high turnover of teachers, that a few pupils feel that grown-ups do not always deal with their problems, as they would hope. Overall, pupils have good ownership of school life and this is reflected positively in their attitudes and pride in St Julian's.
31. There are good links with outside agencies that provide a range of support for those pupils who find learning or conforming difficult and for those with specific medical needs. Annual reviews for pupils with statements of special educational needs are appropriately completed.
32. The school has very good systems in place to support each pupil in their individual pastoral need. The headteacher maintains very thorough files to track the history of support and to record all communication. She is quick to respond to parents' concerns about their children's welfare and includes them well in measures to improve behaviour. Close attention is paid to recording rewards and logging less positive incidents. Consequently, teachers are able to report accurately to parents at the end of the year on each pupil's personal development. If in doubt, the headteacher uses her links with the local education authority well to find just the right support for each pupil. Academically teachers have well established procedures for gauging progress, but the results of assessment are not consistently used to tailor teaching to the needs of individual pupils. Pupils with special educational needs are given good help to do as best they can. The care and support of pupils remains as strong as at the last inspection.

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

The partnership with parents is satisfactory. The school has good links with the local community and with other schools.

### **Main strengths and weaknesses**

- The headteacher provides very good quality information to parents on school activities.
- A significant number of parents justifiably feel that they are not sufficiently informed about management issues that impact on their children's learning.
- The school's active membership of the village community promotes the pupils' learning well.
- The school works well with the main secondary school to support the transfer of the older pupils.

## Commentary

33. The headteacher is particularly thorough in keeping parents well up to date on day-to-day activities and including them in school celebrations and successes. Parents have good opportunities to find out how their children are getting on via regular parent teacher consultations and open days. As a matter of course teachers share the pupils' portfolios with parents and let them know the levels at which they are working. Annual reports give a good overview of progress in the core subjects of English, mathematics and science, but are not all sufficiently clear on how the pupil has improved over the year in other subjects of the curriculum. Homework provides a useful insight to parents on what is taught in class. However, the inconsistency of teachers in completing reading records in the older classes justifiably causes parents concern. On a positive note the school has run workshops to extend parents' understanding of teaching methods and families do receive their children's timetable. Unlike many primary schools parents do not all find out in advance the topics to be covered, so they find it difficult to help with specific learning at home. New parents are given an effective introduction to school routines. Particularly appreciated is the chance to change story bags over the summer holidays – a service well above normal expectations from a very dedicated member of staff.
34. The majority of parents are happy with how the school is run and feel that their children are making expected progress. However, a sizeable number of parents consider that the school is not led and managed as well as it should be. The headteacher formally consults parents through questionnaires and carefully scrutinises the results so action can be taken. For example, she is planning more opportunities for parents to see their children's work following a general request in the last survey. However, the headteacher is not being sufficiently proactive in keeping the parents abreast of management issues, so that they can understand any difficulties the school may be having and work positively with the teaching team to ease tensions. Parents are particularly concerned that their views are not given sufficient weight and that it is difficult to establish constructive dialogue with the headteacher for the sake of their children's learning. Many parents do not consider the headteacher to be approachable enough because she tends to rely on very carefully maintained records of written communication with parents rather than more relaxed face-to-face meetings.
35. The new special educational needs co-ordinator has worked hard to ensure that all parents of pupils who find learning or conforming difficult or who have specific medical needs are fully involved in the education of their children. Some parents did not feel that they had been kept well enough informed but the inspection team could not find any further evidence of this. Parents sign the individual education plans and they are fully involved in setting and reviewing their child's targets.
36. The school is a valuable member of the village of Wellow. It makes good use of the locality to support history and geography learning as well as regularly supporting the mobile library. A strong link with St Julian's church promotes personal development and extends the pupils' understanding of Christianity. Not only do the pupils participate in local events, such as the flower show and the church carol service, but also villagers are regularly invited to join in school events. The school is teaching the pupils the real importance of being a vital part of a mutually supportive community.
37. Links with other schools and colleges are strong. The school has particularly good working relationships with the main secondary schools to help the older pupils in a

smooth transition to the next stage of education. The pupils have plenty of chances to get to know their new schools. Teachers ensure all relevant pastoral and academic information is passed on and that the pupils transfer having benefited from special work to bridge the gap between Year 6 and 7. Within the group of primary schools, collaboration for sport and professional development brings added benefits to the school's development.

## **LEADERSHIP AND MANAGEMENT**

Both the leadership and management of the headteacher are unsatisfactory. The leadership of key staff is satisfactory and developing. The governance of the school is adequate but could be much improved if they were better informed. Leadership and management have declined since the last inspection.

### **Main strengths and weaknesses**

- The headteacher lacks the ability to communicate with members of the school community.
- Management of staff deployment and workload is weak.
- Subject leaders are gaining an understanding of standards through the school.
- Governors are keen to be more informed and involved in school matters.

### **Commentary**

38. The headteacher is a good class teacher and has a clear focus on raising standards within the Year 6 group. She has spent a great deal of her own personal time creating very detailed and well-presented documentation. However, because much of this has not always been shared or fully evaluated with other members of the community, the impact of these initiatives on improving teaching and learning has not been significant. The headteacher has insufficient knowledge about how children learn in the Foundation Stage and in Years 1 and 2 and does not fully understand their specific needs. For instance, the importance of learning through play has not been recognised and there has been no rigorous monitoring of the provision for the younger children. Teachers in the lower part of the school are aware that standards have not been as high as they could be. However, they have been put under undue pressure to raise standards but have not received training or adequate resources to support them in their teaching and learning. This has a negative impact on the quality of education provided for the youngest pupils and the morale of the teaching staff in this part of the school.
39. Whilst newly qualified teachers are inducted appropriately and are well supported by their colleagues, they are not sufficiently well protected against concerns that are more appropriate for senior management. The evaluation of the teachers' personal performance is also too closely tied in with whole school issues and inappropriately linked with individual pupils. The staff are very conscientious but feel continually under pressure from the headteacher and this has led to high levels of illness and low morale. The headteacher is inappropriately demanding in her expectations of staff and does not always relate to them in a consistent manner. This weakness in management impacts negatively on the pupils because of the high levels of stress and tension. She also lacks sensitivity and maturity in her relationships with parents and governors. This means that some adults who are closely involved with the school are reluctant to communicate with the headteacher and this is not a satisfactory situation.

40. The workload and deployment of staff is unsatisfactory and this has a negative impact on staff morale. The headteacher herself is subject leader for literacy and numeracy, which is an extremely heavy workload. Teachers new to the profession have subject responsibilities and this is inappropriate. The senior teacher supports the headteacher very well but inappropriate demands are made on her time. For example, in the absence of the headteacher, for a considerable period in the summer term, the senior teacher was not given time out of her class to carry out management responsibilities. Inappropriate demands are also made on her time during weekends, evenings and holidays. This has put immense pressure on the senior teacher, which has resulted in an imbalance between work and life outside of school and periods of ill health. There has been a high turnover of staff in recent years and there have been difficulties recruiting part-time staff for the Years 5 and 6 class, resulting in three teachers for this group of pupils. This has a negative impact on the continuity of the pupils' learning.
41. Subject leaders are gaining an understanding of their role and are keen to develop their knowledge and expertise across the school. They have created action plans for their subjects and this helps them keep focused on the priorities. They look at samples of work together and discuss the varying levels achieved. However, this is extremely time-consuming for all staff to do this for every subject and adds pressure to these hard-working teachers. The subject leaders are working hard through analysis of planning to ensure that skills are taught progressively in all subjects but most have not yet had opportunities to observe the quality of teaching and learning in the different classes.
42. Leadership and management of special educational needs provision are good. The new co-ordinator is extremely well organised and in the short time since she has taken up the post has attended a number of training sessions to improve her expertise. She monitors provision effectively and has ensured that parental concerns have been addressed.
43. The headteacher has very recently been working on a five-year school development plan. This is a detailed document, which highlights her ambitions and goals, but lacks input from staff, governors and parents. The school has introduced rigorous ways of monitoring data. However, this has not, as yet, been used effectively to consider emerging trends. Self-evaluation as a whole school is ineffective because management processes are not delegated and stakeholders are not fully informed.
43. The day-to-day management of the school is well run by the secretary and her administrative assistant. They provide a friendly face to visitors and, despite working in a thoroughfare, they ensure that all school routines are managed well and injured or sick pupils are cared for. The secretary is also the finance officer and she works hard with the finance committee to ensure that the budget is carefully monitored and maintained. It is of great credit to her that she is able to juggle figures and analyse the accounts in her poor quality accommodation.
44. The governing body have a good mix of professional expertise and they are keen to be as supportive as possible. They are interested in the life of the school and several governors help out in class regularly. Governors have an appropriate understanding of the strengths and weaknesses of the school. However, their ability to challenge the headteacher is dependent on the amount of information that is made available to them. Just recently the governors have ensured that all statutory policies are in place but their prospectus and annual report to parents has a few minor omissions, which need to be rectified.

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

Income and expenditure (£)	
Total income	328,115
Total expenditure	329,130
Expenditure per pupil	3,186

Balances (£)	
Balance from previous year	10,570
Balance carried forward to the next year	9,555

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

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

**Provision for children in the Foundation Stage is satisfactory.** Children start in the Reception class at the beginning of the school year in which they will be five. Attainment on entry is very variable, but for the current group of children, their attainment is broadly at the expected level. The children make sound progress in the Reception class because the quality of teaching is satisfactory overall. By the end of the Reception Year, most children will have reached the Early Learning Goals, which are the expected levels for children of this age. There are no children in the Foundation Stage who have been identified as having any special educational needs.

There is a good induction process that includes visits to the class prior to starting school and an information evening for parents. Parents are welcomed into the class. The voluntary help of a number of parents is much appreciated, particularly as the deployment of support staff is unsatisfactory and acts as a barrier to the children's learning. For example, the lack of adult support limits the opportunity to use the outdoor area as an integral part of the school day, which is considered an essential element of learning for young children. Resources for the Foundation Stage are unsatisfactory. This is because the headteacher does not fully understand the needs of this age group and has failed to

provide adequate funds for the Reception children. This means that the class teacher has to provide many resources herself at her own personal expense and this is unsatisfactory.

### **Main strengths and weaknesses**

- The teacher and support staff establish warm relationships with the children so they are happy and secure in the school environment.
- There are good induction procedures.
- There are insufficient support staff to help with learning.
- The outdoor area is not used effectively as a continuous learning resource.
- The teaching and learning of ICT is unsatisfactory.

### **Commentary**

45. **Provision for personal, social and emotional development is satisfactory** because the staff are patient and calm, providing good role models and encouraging good behaviour. They question children well to encourage them to develop a natural curiosity in the world and a growing independence. Activities in the Reception class give children appropriate opportunities to develop their concentration and work harmoniously with each other. Most children show they are aware of each other and will start Year 1 having achieved the expected level in this area. For example, they act as part of a group when they share books with each other and take turns to talk about the pictures. All children are fully included in these activities.
46. **Provision for communication, language and literacy is satisfactory.** Teaching is satisfactory overall in this area of learning. Children have variable speaking skills and some are much more articulate than others. They all enjoy listening to stories such as *'The Three Billy Goats Gruff'*. The use of *'talking partners'* effectively develops their speaking skills as they are encouraged to tell each other the main characters in the story. Most enjoy looking at books and read simple words. However, they are limited in their progress when the planned task, such as a guided group reading session, constrains their natural exuberance and creativity by requiring them to sit for too long in a formal activity. Children are making satisfactory progress in their writing development and most are beginning to write simple words independently. By the time they have reached Year 1, most will have achieved the expected standard in communication, language and literacy.
47. **Provision for mathematical development is satisfactory.** Teaching is satisfactory; children are well managed and enjoy engaging in a range of activities to develop their understanding. Resources, such as dressing-up clothes and attractive rings, are appropriately matched to meet the needs of the children and are used well to help the children practise counting skills during their role-play. However, the teacher provides these using her own personal money and this is unsatisfactory. When the availability of support staff and volunteer permits the children use the outdoor area well to develop their mathematical vocabulary and skills. Most children can recognise, reliably count out and order numbers to ten and most children will attain the expected level by the end of Reception. However, in lessons, progress is limited when learning objectives for the lesson lack focus on the specific skills to be acquired.
48. **Provision for knowledge and understanding of the world is unsatisfactory** because children make unsatisfactory progress in their knowledge of ICT, which is an essential part of this area of learning. Teaching is unsatisfactory because lesson planning for ICT takes insufficient account of the different needs of individual children. As a result, expectations are too low and children do not achieve as well as they

could. In the other aspects of their knowledge and understanding of the world children make satisfactory progress because planned activities are sufficiently challenging and engage their interest. For example, children enjoy finding out how the class bear, Barnaby, would travel to Australia. However, as in other areas, learning is sometimes constrained by the lack of adult support. It is unlikely that the majority of children will attain the expected level by Year 1.

49. **Provision for physical development is satisfactory.** During the inspection it was not possible to observe a physical education session in the hall but in outdoor play physical skills meet expectations. Children demonstrate appropriate awareness of space and each other and move with growing co-ordination as they control toys effectively. For example, children confidently ride tricycles, park them and give each other rides. In classroom activities they grip pencils, paintbrushes and use scissors appropriately. They use malleable materials confidently, such as when they mould dough to make characters from a story. Teaching and learning is satisfactory. The children make satisfactory progress in their physical development because adults interact with them sensitively to challenge and extend their learning. By the end of the Reception Year most will have attained the expected level.
50. **Provision for creative development is satisfactory** because children are given appropriate opportunities to develop creatively and expressively and the quality of teaching is satisfactory. They engage in a broad range of activities that allow them to respond using all their senses. For example, children enjoy participating in role-play situations. This was evident when they were observed going with their teacher on a '*bear hunt*'. However, the Reception class teacher herself has paid for most of these interesting activities and this is unsatisfactory. Most children achieve the expected standard in their ability to explore colour and texture in art and design. For example, they enjoy painting using a choice of colours. A display of '*day and night*' pictures demonstrates the opportunity to investigate a range of materials, including tissue paper and foil. The children like to sing number and nursery rhymes and quickly learn the words from memory. By the start of the National Curriculum, the children have met the recommended level for creative development.

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

### **English**

Provision in English is **satisfactory**.

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

- Teaching is good in Years 3 to 6.
- Guided reading sessions have a high profile and this is having a positive impact on standards in reading.
- There are too few opportunities for extended writing for different purposes across the curriculum.

### **Commentary**

51. At the end of Year 2 and 6 pupils' attainment in English is average. This is not as good as at the time of the last inspection but the number of pupils in each year is small and varies from year to year. The school is focusing on raising attainment in English,

in particular reading and this is beginning to have a positive impact on standards. Last year's test results at the end of Year 6 were average but below average when compared to similar schools. The current Year 6 are expected to achieve similar results but approximately 40 per cent of these pupils have been identified as having either learning or behaviour needs and this is having an impact on attainment in this year group. At the end of Year 2 test results were well below average in reading and writing. Inspection evidence indicates that the focus on literacy is beginning to have a positive impact on raising standards. Achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils with special educational needs are fully included in all activities and make good progress because they are supported well by teaching assistants.

52. The good teaching in Years 3 to 6 is characterised by brisk pace and good questioning to assess knowledge and understanding and to promote discussions. All teachers plan carefully to meet the needs of pupils of different ages and abilities in their class and have high expectations of the pupils. Homework is used well to reinforce and to extend pupils' learning. Assessment is thorough and there are systems in place, which carefully track the progress of individual and groups of pupils. Teachers share success criteria effectively with the pupils so they know what is expected of them, although it is not always clear, in some mixed aged classes what the expectations for each age and ability are. Where teaching is very good the teacher uses simple but very effective behaviour management strategies and her use of praise very effectively raises the self-esteem of the pupils. A wide range of strategies is used very well to reinforce the learning objective. For example, pupils read the text, held a '*hot seating session*', circled descriptive words in the text and then settled to a range of writing activities relating to the objectives. This had a positive impact on their learning and in this lesson achievement was very good. Short sessions, known as '*snappy lessons*' and booster classes are supporting the raising of attainment in literacy well. However, some booster sessions that are focused entirely on training pupils for the standardised tests, are not supporting the love of literacy or motivating pupils to write freely for enjoyment.
53. Pupils' speaking and listening skills across the school are satisfactory. By the end of Year 6 they speak confidently and maturely in a range of situations. For example, pupils in Year 5 and 6 effectively take part in a role-play activity in preparation for writing a verse of poetry. This develops pupils' ideas and vocabulary well. Teachers use a good range of activities to stimulate speaking and listening skills. For example, pupils in Year 3 and 4 are encouraged to work with a partner or '*hot seat*', which involves individuals asking specific questions to a particular classmate. Consequently, pupils very confidently share their ideas and opinions about characters in the story. Younger pupils satisfactorily share their ideas of what each character could say in the '*speech bubble*'.
54. Good guidelines for guided-reading sessions are now in place and attainment in reading is average at the end of Years 2 and 6. The school has started to reorganise the books, used for these sessions, in Years 1 and 2 so that pupils read literature that have text matched to their ability. This strategy is to be developed both for books used specifically for guided reading in Years 3 to 6 and for general reading books across the school to ensure more consistency and a better understanding of the needs of the pupils. The library has recently been reorganised and resources improved but it still does not provide the pupils with a place to browse and enjoy books because of its use as a general teaching area.



55. Writing skills are appropriately developed and attainment is average at the end of Years 2 and 6. Younger pupils are beginning to write at least one sentence to describe characters and their feelings. For example, Year 2 pupils clearly write sentences to describe how Max felt in '*Where the Wild Things Are*' when he was locked in the bedroom. They are beginning to use punctuation appropriately and spellings are phonetically plausible. Older pupils, in Years 5 and 6 identify features such as alliteration, personification and similes in a poem. Pupils work satisfactorily in pairs to write their own verse.
56. Leadership and management are satisfactory. The subject leader has set up detailed systems to track the progress of individuals and groups of pupils and this is having a positive impact on standards. Whole school targets are set to raise standards in English and are linked to teachers' performance management. However, teachers' personal targets are too closely linked to raising the attainment of individual pupils and this is causing teachers unnecessary stress. Resources are satisfactory and those for guided reading sessions have improved. However, the library is not a stimulating place for pupils to research and enjoy books.

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

57. The school provides older pupils to regularly write freely for different purposes within the literacy framework. However there are few examples of times when pupils use their literacy skills for extended work in different subjects. Opportunities are missed, because of overuse of commercial worksheets, for pupils to write creatively in history, geography or religious education. This is having a negative impact on improving standards in English and in other subjects across the curriculum.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Teaching is good.
- Assessment is good and the information gained is used to help the pupils improve in their learning.

#### **Commentary**

58. Standards are average in Years 2 and 6. This represents a decline in Year 6 and an improvement in Year 2 since the national tests of 2004. Standards in Year 2 are improving because the subject leader has satisfactorily analysed weaknesses in past tests and the class teacher is ensuring that the pupils are taught skills progressively. Achievement is satisfactory overall. Pupils with particular needs are supported by teaching assistants who focus on specific areas requiring consolidation. The high number of pupils with special educational needs in the current Year 6 explains the reason why standards have declined since last year. There is no difference of achievement between boys and girls. Standards do not compare favourably with the judgements at the time of the last report, which were above average in both Years 2 and 6.
59. Pupils in Year 2 use mathematical vocabulary with confidence and follow practical instructions well. More capable pupils order numbers up to 1,000 and work with

'hundreds, tens and units'. Most recognise a good range of two- and three-dimensional shapes and work with money up to the value of £1. In Years 3 and 4 the pupils identify simple fractions and confidently use units of measure, weight and capacity. By Year 6 most pupils work confidently adding, subtracting, multiplying and dividing numbers. They understand what a perimeter is and work out the areas of a range of different shapes.

60. Teaching and learning are good and are monitored satisfactorily by the headteacher in her role as subject leader. Teachers have good subject knowledge and use a good range of interesting resources to motivate the pupils. The pupils respond well to these well-planned and challenging sessions where the learning intentions are clearly identified and discussed with them. This enables the pupils to understand what they are learning and then apply their skills to the lesson. Teachers use a good mix of learning strategies such as working in pairs, groups and whole class discussion. This makes the lessons fun and interesting. In a high quality lesson in Class 3 the teacher made very good use of a 'Bingo' game as a mental warm-up to the session. In a good lesson in Class 2 the teacher skilfully encouraged the pupils to stimulate their brains to help them remain focused. In Year 6 the pupils are prepared well for the national tests in special 'booster' lessons where the pupils are well motivated and interested. Teachers assess pupils' progress well and use the information they have gathered when planning lessons. Work is marked well and feedback is provided for the pupils so that they know what they need to do to improve.

### **Mathematics across the curriculum**

61. Learning in mathematics is satisfactorily applied in other subjects such as geography and science where lessons are carefully used to extend the pupils' understanding of co-ordinates, graphs and the management of statistics.

### **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 6 are beginning to rise after a period of decline.
- Assessment and tracking procedures are not always used effectively to make sure all pupils are achieving to their potential.
- There is insufficient use of ICT to support science.

### **Commentary**

62. In the national assessments of 2004, pupils' attainment at the end of Year 2 was below average and well below average when compared with similar schools. In the national tests, pupils' attainment at the end of Year 6 was above the national average and the same as similar schools. After a dip in the past two years, standards at age 11 had risen again to the level of the previous inspection. All the pupils attained the expected level and school data showed that they had achieved very well against their attainment on entry. Currently, standards in Year 6 are slightly lower than last year because there are a higher proportion of pupils with special educational needs. Overall, standards are broadly average. However, this marks a decline since the previous inspection, when science was judged to be a strong feature of the pupils' performance.

63. Based on pupils' work and the observations of lessons, achievement is satisfactory for boys and girls of all abilities, including those with special educational needs. Pupils in Years 1 and 2 are beginning to use scientific vocabulary. They record the results of investigations, such as which torch shines the brightest using pictures and simple charts. They correctly label parts of the body and understand that pushing or pulling something can make it move faster. In Years 3 and 4, pupils correctly label the parts of the human skeleton and understand that shadows are formed by light being blocked by an object. Years 5 and 6 pupils use equipment accurately and present their findings in a variety of ways, demonstrating that science contributes satisfactorily to literacy and numeracy.
64. However, achievement in Years 1 and 2 is sometimes constrained when given tasks are inappropriate for pupils' needs, as when Year 1 pupils complete diagrams of how the eye functions. Throughout the school, achievement is limited when pupils are given the same work regardless of their age or differing abilities. For example, there were samples of work where less capable pupils in Year 5 were given the same task to complete as more capable pupils in Year 6. Generally though, achievement is better for junior pupils because expectations are higher and learning objectives for lessons are more closely focused towards the level descriptors of the National Curriculum.
65. Teaching and learning are satisfactory overall, although one lesson for pupils in Years 5 and 6 was judged good. In this lesson, the teacher used resources well and pupils were given good opportunity for hands on experience when they planned an investigation into what conditions yeast needs in order to survive. A brisk pace was maintained to keep pupils on task and the lesson was well organised to maintain their interest. However, the majority of teaching and learning is only satisfactory because teachers do not use the assessment procedures effectively to plan tasks that are suitably challenging for individual needs, with the result that more capable pupils could be achieving better. Although pupils' work is marked regularly, teachers do not always include comments to move pupils forward in their learning.
66. The subject leader is very new to the role and as such has had little time to impact on standards. The school has identified the improvement of assessment and tracking procedures as an area for development. Insufficient use is made of information and communication technology to enhance pupils' scientific understanding.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good use is made of interactive whiteboards and projectors as teaching aids.
- Computers are underused and the ICT suite is inadequate.
- ICT skills are not used to support learning across the curriculum.

### **Commentary**

67. Standards in ICT are in line with national expectations for pupils in Years 2 and 6 and achievement is satisfactory, including for those with special educational needs. Although no judgement was made on standards at the time of the last inspection, the

use of ICT skills across the curriculum was considered well established. This indicates that there has been a decline since then.

68. By Year 2 pupils confidently use keyboards and enjoy programming a controllable computer toy to move around the floor. By Year 6 pupils are competent users of the Internet and enjoy using the electronic mailing system to contact schools abroad. They use databases to record information and have created reports using an electronic presentation program. The pupils talk enthusiastically about drafting poems using their computer skills and they enjoy recording events using a digital camera.
69. Teaching is satisfactory overall. One lesson observed was of high quality and this was because the lesson moved at a very good pace with skilled teacher exposition. The pupils responded very well to this session. This was because the highly motivated teacher, who made very good use of questioning skills, stimulated their interest. Procedures for assessing pupils' progress are satisfactory but the school is aware that more needs to be done with the information gained. However, a weakness in the teaching is the underuse of computers in the classroom to support pupils' learning.
70. The subject leader is fairly new to the profession and this leadership role. Whilst she is clearly enthusiastic and energetic, her inexperience in evaluating inaccurately the resource level of ICT as very good is evident. In fact, resources for this subject are unsatisfactory and are not used effectively.

### **Information and communication technology across the curriculum**

71. Pupils use the Internet to search out information for their history topics. Teachers use interactive whiteboards and projectors as effective teaching aids. However, pupils, including those with special educational needs, do not gain sufficient access to the computer suite or use the classroom computers to support them in their learning across the wider curriculum.

## **HUMANITIES**

The inspection focused on religious education. Aspects of history and geography were sampled and therefore it is not possible to give an overall judgement on provision in these subjects.

## **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Resources are used well to support teaching and learning.

### **Commentary**

72. Pupils' attainment in religious education meets the expectations of the locally agreed syllabus by the end of Years 2 and 6 and most achieve satisfactorily. No judgement can be made regarding improvement since the last inspection because there was no reference to religious education in the previous short report.

73. They are beginning to understand some of the key features of Christianity and world religions by the end of Year 2. For example, pupils know that the church is a special place where Christians pray and that different religions have special books. In Years 3 and 4 pupils consider how Mary and Joseph felt when they had to journey to Bethlehem and some of the signs and symbols associated with Christianity and Judaism. They understand the significance of the Passover to Jewish people and understand how symbolic food can be used to remember important events. In Years 5 and 6 pupils know that the Bible and other symbols are important to Christians. They look at how the religious beliefs of famous people such as Mother Theresa, Martin Luther King and St Francis impacted on how they conducted their lives and helped others.
74. Teachers make good use of resources in lessons. For example in the lesson observed pupils had the opportunity to taste Matzo bread, which is eaten by Jewish people during the Passover meal. Overall the quality of teaching and learning is satisfactory. Lessons are appropriately planned, using the locally agreed syllabus. In the lesson observed, where teaching was very good, the teacher provided pupils with key questions to answer, while watching a short exert from a video and really valued all pupils' contributions to discussions. She had high expectations of attainment and pupils responded very well to becoming '*RE detectives*'. In this lesson all pupils achieved very well and their attainment exceeded the expectations of the locally agreed syllabus. The additional very good support in this lesson for pupils with special educational needs enabled them to make the same progress as the rest of the pupils in the class. The adults were fully aware of the pupils' specific needs and were able to explain and reinforce information so that pupils could understand the significance of the Passover meal to Jewish people.
75. The current subject leader is knowledgeable about the subject and provides good support for her colleagues. Samples of pupils' work provide a good resource to support colleagues with assessments, although assessment procedures for religious education are underdeveloped. Resources are good and the school has good links with the local church.

## HISTORY

76. Evidence from sampling pupils' work and observing one **history** lesson indicates that by Year 2 pupils understand that life was different during the Victorian era. They steadily develop an understanding of chronology and of important events and persons in the past and talk enthusiastically about famous people such as Florence Nightingale and Horatio Nelson. Year 6 pupils have discussed the changes in Britain since 1948 and have compared life in Victorian times with present day. Evidence from the scrutiny of work indicates that historical skills are not developed sufficiently well because there is repetition in subject content and pupils in Years 2 and 6 are given the same worksheet to complete. Although there are a few examples of pupils using their literacy skills in history this opportunity to extend writing skills is missed. No comparison can be made with the last inspection because these subjects were not reported upon in this short report.

## Geography

77. In **geography** in Year 2, the pupils find out what the local houses are made of and draw simple maps of their journey to school. By Year 3 they describe the features of a village and label maps of Wellow. Good use is made of their numeracy and ICT skills

when they create a database illustrating where their parents work. However, geographical skills are not systematically developed as they move through the school and more use could be made of geography to extend their writing skills.

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

These subjects were sampled because they were not the focus of the inspection and so it is not possible to give a judgement on provision in these subjects. One lesson was seen in music. Inspectors spoke to subject leaders, looked at teachers' planning and sampled pupils' work. No comparison could be made with the last report because these subjects were not inspected.

### **Art and design**

78. Examination of work around the school and in sketchbooks indicates that teachers plan appropriately varied and interesting activities for **art and design**. For instance, pupils are given the opportunity to work in two and three dimensions. This was evident from an attractive display by pupils in Years 3 and 4 of weaving and relief work. In Years 3 to 6, the use of sketchbooks gives value to pupils' work, provides good opportunities to practise techniques and is a useful record of individual progress. Pupils' learning is enhanced well during the annual Arts Week, when they are given the opportunity to visit local art galleries and to learn from visiting artists. The subject makes a good contribution to both cultural development and to the extra-curricular opportunities provided for the pupils.

### **Design and technology**

79. In **design and technology**, samples of pupils' work show they are gaining experience of a wide range of techniques. They are developing the expected subject skills through designing and making a variety of projects. For example, Year 2 pupils design and make moving pictures, while pupils in Years 3 and 4 design and make sandwiches. Pupils regularly evaluate their work and by the time they reach Year 6 they use their literacy skills well to make very thorough written evaluations of their completed projects. There are some useful links with other subjects, such as with religious education, when pupils in Years 5 and 6 make shelters for the Baby Jesus at Christmas time.

### **Music**

80. In the one **music** lesson that was observed, the quality of teaching and learning was satisfactory as pupils enjoyed investigating a variety of percussion instruments to identify whether the sound they made was short or long. When inspectors heard pupils singing in assemblies they did so tunefully. Learning is greatly enhanced for those junior pupils who belong to the school chamber choir, led by a visiting expert. These pupils sing to a high standard, reading music confidently to achieve accurate pitch. They sing joyfully, with good attention to dynamics and tempo as they perform in a two-part harmony. The school is justifiably proud of the choir, which has won several local awards for its performance.

### **Physical education**

81. Teachers plan as well as they possibly can for regular **physical education** lessons but the school hall is too small for the older pupils to have lessons indoors. This is having a negative impact on attainment in some aspects of physical education by the end of Year 6. Pupils in Year 5 and 6 have regular swimming lessons and the very good range of extra-curricular sporting activities supports the physical education curriculum very well.
82. All subject leaders have useful portfolios of pupils' work, with which to monitor standards and progress. Schemes of work are adapted to meet the needs of the school and are regularly reviewed to assess their suitability. Assessment procedures identify coverage of topics and are being further developed to enable pupils to have a clearer understanding of what aspects of their skills they need to improve upon. When pupils with special educational needs are supported in class they make good progress. However, when these pupils have no additional support they do not make such good progress.

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

83. The personal, social, health and citizenship (PSHE) programme is appropriate and is timetabled throughout the school. However, the headteacher is not effectively monitoring to ensure that these lessons actually take place each week. During the inspection a PSHE lesson was cancelled for no apparent reason. Pupils receive important health and personal safety guidance from visitors such as the school nurse. Other issues such as the dangers of smoking, drugs and alcohol misuse are covered in the PSHE programme. Health Week supports the PSHE programme well. Pupils are enthusiastic about the school council and feel this makes a good contribution to their personal and social development. All pupils are fully included in these activities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	4
The effectiveness of management	5

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