

## **INSPECTION REPORT**

### **CATCOTT PRIMARY SCHOOL**

Catcott, Bridgwater

LEA area: Somerset

Unique reference number: 123683

Headteacher: Mr M Ellis

Lead inspector: Mr D J Curtis

Dates of inspection: April 25<sup>th</sup> – 27<sup>th</sup> 2005

Inspection number: 266577

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:	4 - 11
Gender of pupils:	Mixed
Number on roll:	199
School address:	Manor Road Catcott Bridgwater Somerset
Postcode:	TA7 9HD
Telephone number:	01278 722527
Fax number:	01278 723099
Appropriate authority:	The governing body
Name of chair of governors:	Mr B Scowcroft
Date of previous inspection:	January 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in the village of Catcott in Somerset close to the main A39 between Street and Bridgwater. It is a broadly average sized primary school with 199 pupils on roll in seven classes. There are no pupils from minority ethnic backgrounds and all pupils speak English as their first language. The proportion of pupils entitled to free school meals is well below the national average. The proportion of pupils with special educational needs is well below the national average, with all such pupils at the school action stage. In the last school year 19 pupils joined the school at times other than of normal admission and 10 left at times other than at the end of Year 6.

The headteacher was appointed in September 2004. The school achieved the Basic Skills Quality Mark in 2003 and Investor in People in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D J Curtis	Lead inspector	English, Information and communication technology, Design and technology, Geography, History, Provision for pupils with special educational needs.
9644	Mr M Whitaker	Lay inspector	
32366	Mrs J Buttriss	Team inspector	Science, Art and design, Music, Areas of learning for children in the Foundation Stage.
20671	Mr J Palethorpe	Team inspector	Mathematics, Personal, social, health and citizenship education, Physical education, Religious education.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a very good school which gives good value for money. High quality teaching is a significant aid to pupils' very good achievement.

The school's main strengths and weaknesses are:

- In Year 6, standards are well above average in English, mathematics and science and exceed expectations in religious education and information and communication technology (ICT).
- Pupils' attitudes, behaviour and relationships are very good.
- Teaching is very good, with teaching assistants making an effective contribution to pupils' learning.
- The provision for children in the Foundation Stage is very good.
- Leadership and management are very good.
- Curriculum enrichment is very good and makes a strong contribution to pupils' learning.
- The assessment of pupils' progress at an individual level is not rigorous enough.

The school has made very good progress overall since the previous inspection. Standards in religious education and ICT have been improved significantly, and the school's accommodation is better and being used effectively to support learning. The overall quality of education has improved from good to very good.

### STANDARDS ACHIEVED

Achievement in the school is very good overall, especially in English, mathematics and science. Achievement in the reception class is good and children exceed the Early Learning Goals by the time they start Year 1. In Years 1 and 2 achievement is good. Standards in writing are well above average, with those in reading, mathematics and science above average. In ICT standards exceed expectations. In religious education standards meet the expectations of the locally agreed syllabus. Achievement in English, mathematics and science is very good in Years 3 to 6. In Year 6, standards in English, mathematics and science are well above average. Standards in ICT significantly exceed expectations. Standards in religious education exceed the expectations of the locally agreed syllabus. Across the school, the achievement of pupils with special educational needs is good. In addition, more able pupils are challenged and extended in their learning and they achieve very high standards.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2002	2003	2004	2004
English	B	B	A	B
Mathematics	B	C	B	C
Science	A	A	A*	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*

The grade A\* places the school in the top five per cent of schools for science. When comparing similar schools it must be noted that a high proportion of pupils joined the school in Years 3, 4, 5 and 6.

Pupils' personal development is very good. Pupils' attitudes to school and behaviour are very good. Pupils take great care and pride in their work. They enjoy lessons and work hard. Provision for spiritual, moral, social and cultural development is very good. Attendance is good. Punctuality is good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is very good. Teaching and learning throughout the school are very good. Very good teaching is having a positive impact on the standards achieved. Teachers' planning is of high quality and meets the learning needs of all pupils. Teaching assistants make a significant contribution to pupils' learning. Relationships between pupils and teachers are very good. Teachers ask challenging questions which motivate pupils to learn. Teachers make very good use of assessment to identify weaknesses in pupils' learning in writing and then set targets which are focused clearly on individual improvement. However, this is not as rigorous in reading which contributes to underachievement in reading when compared to similar schools in Year 2. In addition, the school is not analysing to sufficient depth the performance of individual pupils in both the statutory and non statutory tests.

The curriculum is very good, with strengths in cross-curricular links. Pupils have very good opportunities to use and apply their literacy, numeracy and ICT skills in other subjects, especially science and history. Opportunities to enrich pupils' learning outside the classroom are very good. Pupils with special educational needs are supported effectively. Accommodation and resources are good. The school makes good provision for pupils' care, welfare and health and safety. Links with parents and other schools are very good and those with the community are good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are very good overall. Governance is very good. There are strengths in the governors' support for the school and financial management, and in governors' knowledge and understanding of standards. The leadership of headteacher is very good. He has a very clear vision for the future of the school. The leadership and management of subject leaders are very good and they monitor teaching and learning effectively. They have a good understanding of strengths and areas for improvement. Action plans are of high quality. All statutory requirements are met.

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

Parents are very supportive of the school and the concerns of a minority were not substantiated by the inspection. Pupils like school and value their teachers and the support they receive from them. They enjoy taking responsibility and serving on the school council.

## **IMPROVEMENTS NEEDED**



The most important thing the school should do to improve is:

- To apply more rigour to the assessment of the progress of individual pupils, especially in reading and in analysing the results of statutory and non statutory tests.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

The standards achieved are very good.

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

- Pupils' use and application of literacy, numeracy and ICT skills are very good.
- Standards in writing are very good.

#### **Commentary**

1. Children enter school with standards that are higher than those expected for four-year-olds. As the result of very good teaching, children's achievement is good and by the time they leave reception, children exceed the Early Learning Goals in all six areas of learning.

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

Standards in:	School results	National results
Reading	16.6 (17.1)	15.8 (15.7)
Writing	16.7 (16.3)	14.6 (14.6)
Mathematics	18.0 (17.9)	16.2 (16.3)

*There were 31 pupils in the year group. Figures in brackets are for the previous year*

2. Results of 2004 national tests for pupils in Year 2 were well above average in writing and mathematics and above average in reading. When compared to those in similar schools<sup>1</sup> nationally results were well above average in writing and mathematics, but average in reading. The results in 2004 continued the year-on-year trend where standards in writing have been higher than in reading and a reverse of the national trend. Underachievement in reading when compared to similar schools is linked to boys not doing as well as girls and a higher proportion of pupils reading below levels usually found in such schools. The school has addressed the issue of boys' underachievement by improving the range of reading material to make it more appealing for them. However, the school is not monitoring the progress of individual pupils in reading with sufficient rigour in order to identify weaknesses and to plan for improvement.

3. In the current Year 2 standards are well above average in writing and above average in reading, mathematics and science. Standards in ICT exceed national expectations. In religious education standards meet the expectations of the locally agreed syllabus. Pupils' achievement is good. No other subjects were inspected in sufficient depth for judgements to be made on standards. Pupils' use and application of literacy, numeracy and ICT skills are good.

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<sup>1</sup> Schools with up to eight per cent of pupils entitled to free school meals

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

Standards in:	School results	National results
English	29.1 (28.2)	26.9 (26.8)
mathematics	28.4 (27.2)	27.0 (26.8)
science	31.6 (30.9)	28.6 (28.6)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

4. The results of 2004 national tests for pupils in Year 6 placed the school in the top five per cent of all schools in science. In English, results were well above the national average, with those in mathematics above average. Based on pupils' prior attainment in Year 2, results were well above average in science, above average in English and average in mathematics. The 2004 results continued the trend of high standards being maintained in English and science. Results in mathematics have not been as high because of a year-on-year trend of underachievement by girls. The school has identified this trend and put in place a successful strategy to address this issue.

5. In the current Year 6 standards are well above average in English, mathematics and science and achievement is very good. In religious education standards exceed the expectations of the locally agreed syllabus. In ICT standards significantly exceed national expectations. Pupils' use and application of literacy, numeracy and ICT skills are of a very high standard. No other subjects were inspected in sufficient depth for judgements to be made on standards.

6. Across the school the achievement of pupils with special educational needs is good and such pupils make good progress in meeting the targets set in their individual education plans. They receive effective support from teachers and teaching assistants.

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

Pupils have very good attitudes to school, with the result that they work hard, their behaviour is very good and they form very good relationships. Attendance and punctuality are both good. Pupils' spiritual, moral, social and cultural development is very good.

### **Main strengths and weaknesses**

- Attendance and punctuality are good.
- Pupils' attitudes and behaviour are very good overall.
- The school promotes and sustains very good relationships.
- Spiritual, moral, social and cultural development is very good overall.
- The promotion of spiritual awareness has improved since the previous inspection.
- Few examples were seen of children's work relating to multicultural themes.

### **Commentary**

7. The school is effective in its efforts to promote good attendance. There has been one fixed term exclusion during the past year. Most pupils arrive punctually at the beginning of the school day and for each session, alert and enthusiastic to embark on their studies. Their very good attitudes and relationships have a very positive impact on the high quality

of work. Pupils involve themselves enthusiastically in the wide range of opportunities offered to them and they take a pride in all their endeavours.

8. Pupils are given very good opportunities to develop independence and to take on appropriate responsibilities. The weekly school council meetings offer excellent opportunities for pupils of all ages to share their views. Their ideas and opinions are listened to and valued by other pupils and adults alike. The Year 6 citizenship club sets weekly targets relating to conduct and respect for the school environment. These targets are announced in assembly and displayed around the school. Pupils' behaviour is very good overall and pupils are very caring about each other's needs, demonstrating mutual respect and courtesy.

9. Pupils' self knowledge and spiritual awareness are good and are successfully promoted across the curriculum, with some very good opportunities for awe and wonder, which is an improvement since the last inspection. However, more could be done to provide for spiritual development in collective worship. Pupils' very good social and moral development is extensively encouraged in all areas of school life. Cultural development is very good overall, with some very good opportunities to develop pupils' awareness of their own cultural heritage through stories, songs, music, dance and art, as well as studies in literacy, history and religious education. However, in a review of pupils' work across the school, few examples were seen of multicultural topics and there are no links with ethnically mixed schools in this country or with schools in other cultures abroad, although such links are planned.

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.2
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.*

#### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – any other White background

#### ***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
197	1	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 very good. Teaching and learning are very good. The curriculum is very good. The care, welfare and support given to pupils are good. Links with parents are very good.

#### **Teaching and learning**

Teaching and learning are very good and have a significant impact on the high standards achieved. Assessment is good.

## Main strengths and weaknesses

- Teachers' subject knowledge and the quality of planning are very good.
- Teachers have high expectations of their pupils.
- Pupils are motivated and enthusiastic learners.
- Teaching assistants provide very effective support.
- Assessment is not rigorous enough in identifying the next steps for learning, especially in reading.

## Commentary

### *Summary of teaching observed during the inspection in 30 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (13%)	13 (44%)	10 (33%)	3 (10 %)	0 (0%)	0 (0%)	0 (0%)

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

10. In lessons, teachers demonstrate very good subject knowledge which they pass on to pupils with confidence and enthusiasm. Skills in demonstrating and explaining new learning are strong and teachers' use of interactive whiteboards to motivate and interest pupils is very effective. Teachers' planning is of particularly good quality and this is matched closely to the individual learning needs of pupils, including those with special educational needs. As a result pupils' achievement in lessons is very good and pupils are challenged and extended in their learning.

11. Teachers have high expectations of their pupils and this is reflected in the very good attitudes to work seen in most lessons and in pupils' very good behaviour. There are strengths in teachers' expectations that pupils should present their work to a high standard, with a very strong emphasis on high quality handwriting. As a result, the quality of work seen in pupils' books is of a very pleasing standard. Occasionally, pupils are kept on the carpet for too long in lesson introductions and this can cause pupils to become fidgety and to lose concentration, particularly boys. Evidence would indicate that this is a factor in the relative underachievement of some boys as indicated in the results of national tests.

12. In most lessons pupils work hard and show great interest in their work. They are motivated by very good teaching and show great enthusiasm for learning. Pupils, when required, work independently and with impressive levels of sustained concentration which contributes to high quality work. Equally, pupils work successfully in pairs and in groups. In paired discussion pupils show that they are willing to listen to each other and to value each other's opinions. Paired work in ICT is particularly good, with pupils taking turns fairly in using the mouse and keyboard.

13. Teaching assistants are very effective in lessons and make a strong contribution to pupils' learning, especially those with special educational needs. In lesson introductions assistants give quiet and sensitive support to individuals or small groups. In this way they

keep pupils focused on teaching, and fully included in an important part of the lesson. Teaching assistants make a strong contribution in group work by supporting small groups and ensuring pupils understand the work and make progress in learning new skills and knowledge. The specialist ICT teaching assistant provides high quality support in ICT lessons and this contributes significantly to the very high standards achieved.

14. There are strengths in the assessment of pupils' learning. Marking is of high quality and tells pupils whether or not they have met the lesson objectives. Assessment of writing is strong through termly assessments which are levelled against the requirements of the National Curriculum. In writing, pupils have a very clear understanding of the next steps they need to make in order to improve. Assessment is successful in tracking pupils' progress by year group and gender. However, in reading there is insufficient rigour in monitoring pupils' progress and in identifying specific weaknesses in reading skills. In addition, the school is not analysing the results of national statutory and non statutory tests to sufficient depth in order to identify gaps in previous learning at an individual level.

### **The curriculum**

The curriculum is very good. Curriculum enrichment is very good. Accommodation and resources are good.

### **Main strengths and weaknesses**

- There is very good enrichment across the curriculum.
- There is very good provision for equal opportunities and access to the curriculum.
- Pupils are very well prepared for later stages of education.
- The range of extracurricular clubs, visits and visitors is very good in supporting learning.
- The accommodation and resources are good and support pupils' learning effectively.
- The outside play area for the Foundation Stage is not linked to the reception classroom.

### **Commentary**

15. The curriculum is very broad and balanced and meets statutory requirements. All pupils have equality of access to the curriculum and there is good inclusion across the school, with good support for pupils with special educational needs and a good degree of challenge for those who are more able. The National Strategies for Literacy and Numeracy are effectively in place, and ICT is used very well across all subjects. More cross-curricular links are gradually being introduced. There is very good planning through a whole school curriculum map and schemes of work are fully in place. A day has been set aside for the staff to develop the curriculum more flexibly by introducing greater opportunities for creativity across all subjects.

16. The school provides very well for pupils' personal, social and health education, which is linked to citizenship, supported by an active school council and citizenship club. There is a wide variety of visitors to the school, who bring their expertise to enrich the curriculum for all age groups. Pupils make visits to a number of local places of interest to extend their studies and there are residential trips for pupils in Year 4 and Year 6 every year.

17. A number of lunchtime and after school clubs and activities provide very good opportunities for pupils to extend their interests and learn new skills. There are very good

links with other schools and a successful transition programme between the primary and secondary schools. Induction arrangements for new reception pupils are very good. Good opportunities are provided for pupils to take part in joint activities with other schools, such as the regional country dance festival. Specialist teachers in science and design and technology from the secondary school make regular visits to work with Year 6 pupils, bringing with them sophisticated equipment to provide valuable experiences of advanced investigations.

18. A new reception classroom has been built and the rest of the school has been reorganised to create more teaching and learning space. This has had a very positive effect and the school's accommodation is now good. This is a very good improvement since the last inspection. However, although the Foundation Stage now has its own outside play area, this is not adjacent to the reception classroom, which restricts the way it can be used. Resources across the school are good. There is a very good school library, and the separate music and special educational needs rooms enhance provision. There is a good balance of experience and expertise within the teaching and support staff and a high level of teamwork.

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

Pupils' care, welfare, health and safety are good. Support, advice and guidance for pupils are very good. The way in which the school seeks and acts upon the views of pupils is very good.

### **Main strengths and weaknesses**

- Very good guidance and advice are provided in a caring and supportive environment.
- There are very good arrangements for induction.
- Pupils' involvement in the day-to-day life of the school is very good.
- Procedures for pupils' welfare, health and safety are good.

### **Commentary**

19. Relationships at all levels throughout the school are very good and pupils are well known to staff. Consequently, there is very good informal support for personal, emotional and academic development. Good assessment procedures ensure that each pupil's academic development is well monitored. The teamwork between class teachers and teaching assistants adds a further dimension to that support and guidance. The wide range and high take-up of extracurricular activities ensure that most pupils are known to a variety of adults. The majority of pupils have confidence in their teachers' fairness and helpfulness. However, the headteacher is not satisfied with the level of pupils' confidence in staff (86 per cent of pupils said that there was an adult in school to whom they could turn if in need) and has plans for addressing pupils' perceptions.

20. Induction arrangements are very good. There are very good links with local pre-school groups. Reception staff visit these and, in turn, the children make several visits to the school. In addition, home visits are made to all parents who wish to receive one. Parents attend pre-admission meetings and are given advice on supporting their children when they start school. In the Ofsted pre-inspection questionnaire, 95 per cent of parents said that they were happy with induction arrangements.

21. Pupils feel that their voice in school is heard; the extent of their involvement in school life is very good. Pupils are entrusted with a range of duties around the school, from looking after the music in assembly to making the compost for the herb garden. Older pupils are responsible for ensuring that younger children have someone to play with and for helping lunchtime supervisors in junior classes when play time is wet. The school council considers issues ranging from lunchtime behaviour to the provision of play equipment. Councillors are encouraged to follow through their own ideas - for example fundraising initiatives to support the Asian tsunami victims. Pupils discuss academic progress with their teachers and are aware of their targets. The extent of their involvement contributes significantly to their very good personal development.

22. Child protection and health and safety procedures are good. The designated person for child protection purposes has been appropriately trained and ensures that other staff are aware of the action to be taken in cases of concern. The school's personal, social and health education programme addresses personal safety, 'stranger-danger' and healthy living. A committee of the governing body is responsible for health and safety issues; regular inspections of the premises are carried out. Risk assessments are conducted on all activities, and health and safety issues are addressed in the curriculum.

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

The school has very good links with its parents who are very well informed and involved. Very good links with other schools and good community links enrich pupils' experiences.

### **Main strengths and weaknesses**

- The school provides information of a very high quality about pupil progress and school events.
- Support from, and links with, parents are very good.
- Very good links with partner institutions ease pupils' transition between the stages of education.
- Good community links enrich pupils' learning.

### **Commentary**

23. The school provides very good information about pupils' progress and school events. Children's reports are thorough. There is provision for the child's view of the year's work and for parental comment. Information about school events is very well provided by regular newsletters, couched in parent-friendly language, and by a well designed, accessible website that is of particular value to the parents of the nearly 40 per cent of children who are brought to school by bus.

24. There are very good links between parents and school. Children's homework books facilitate home-school dialogue. Parents are encouraged to help in school and all of the governors (bar staff governors) are parents. The school seeks parents' views by means of an annual questionnaire. There is an active 'Friends' organisation that raises considerable sums: for example the 'Friends' funded the purchase of interactive whiteboards and paid for a visit from a travelling theatre company. Parents are very interested in, and supportive of, the school.



25. In the pre-inspection Ofsted questionnaire 94 per cent of parents said that they would feel comfortable about approaching the school with an issue. However, 16 per cent of parents were unable to agree that they were kept well informed about their child's progress, and 15 per cent did not feel that the school took account of parental views. Inspection evidence does not support these concerns. The range of information, both formal and informal, provided about children's progress and school events is very good. The school uses a variety of media to inform parents, and staff are accessible.

26. Partnership with other schools is very good. The school is a member of a federation of small village schools that feed into the same secondary school; the federation co-operates over staff development matters. Pupils from the schools compete in a variety of sporting events. The secondary school's ICT facilities have been used to support pupils' work in design and technology. The secondary school consults on matters, such as friendship groups, and there is good liaison over pupils with special educational needs.

27. Good community links serve to enrich pupils' learning. Particularly good use is made of the locality as a learning resource. Pupils visit local museums and historic houses. The school's activities feature in reports in the local magazine and there is some financial support from a local business. An objective in the school's improvement plan is greater community involvement in the school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. The governance of the school is very good. The leadership of the headteacher is very good. The leadership of other key staff is very good. The effectiveness of management is good.

### **Main strengths and weaknesses**

- The headteacher has a clear sense of purpose and vision for the school's future.
- Management is clearly based on effective teamwork and reflects an ambitious school.
- The senior management team and subject leaders are playing an ever increasing and important role in the school's development.
- Governors are fully involved in the formulation of the school improvement plan, and in formulating and reviewing policies.
- The school's finances are managed very effectively.
- All staff are fully committed to inclusion.

### **Commentary**

28. The headteacher, although only being at the school for a short while, has quickly come to terms with the school's strengths and areas for development. He has high aspirations for the school, with raising standards at its heart. His clear thinking and ability with strategic planning are already having a positive impact on the school's development. Many initiatives are at an embryonic stage, such as the analysis of test results, but are well placed for further improvement.

29. The headteacher actively encourages those around him to participate fully in all areas of the school's work, including strategic planning. He is an able manager, with the ability to

delegate and empower others to share in achieving their vision. The senior management team and subject leaders in particular, are clear about their roles and responsibilities, which are developing well. Updated job descriptions will facilitate this development further.

30. Governors have a very good understanding of the school's strengths and areas for development. Whilst being very supportive of the school, their good knowledge and understanding enables them to challenge, openly and frankly, when the occasion arises. Their considerable participation in the formulation of the school improvement plan is by no means a rubber stamping process, but a deep and thoughtful dialogue between a group of people who all have the best possible provision for pupils at heart.

31. All teaching and non teaching staff, and governors, are committed to the promotion of equality and concern for the needs of all pupils. They ensure that all pupils are able to benefit, according to need, from what the school provides. Examples of this are seen throughout the day, in lessons and extracurricular activities. Of particular note is the help given to pupils with problems, whether they are academic, physical or emotional. Both teachers and teaching assistants show care and concern for all pupils, including those with special educational needs, enabling them to participate fully in all the school's activities.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)	
Total income	549,570
Total expenditure	612,400
Expenditure per pupil	3,062

Balances (£)	
Balance from previous year	76,532
Balance carried forward to the next	1,702

32. Financial decisions are always made ensuring best value for money and best value for pupils. A good example of this has been the recent heavy investment in ICT. Best value principles were used in the purchase of the equipment. There is a strong commitment to ensure that maximum use is made of it to support the life and work of the pupils. The school gives good value for money.

## **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 **very good**. At present, 20 children are in the reception class full time. The attainment of children on entry to the reception class is above national expectations in all the areas of learning and a large majority of children are well on the way to achieving or exceeding the Early Learning Goals by the end of their reception year. This represents good achievement. Very good arrangements are made for the induction of children into the reception class. Teaching is very good or better and motivates all children to achieve their full potential. Excellent planning ensures the highest quality of learning opportunities. The very good and cohesive teamwork further strengthens the very high quality of provision. Since the last inspection new accommodation has been provided with a dedicated area for outdoor play. However, this area is not immediately adjacent to the classroom, which restricts the way it can be used.

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

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

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

- Very good teaching motivates children to achieve very high standards of work.
- Children are encouraged to care for, and take an interest in, each other and to work well together.
- The very high quality of supportive relationships within the classroom enables children to feel confident, happy and secure
- Children are polite and well behaved, demonstrating positive attitudes in all activities.

#### **Commentary**

33. The personal, social and emotional development of children in the Foundation Stage is well above nationally expected levels and children are achieving very high standards in their learning. The very good teaching motivates children to fulfil their potential in a variety of ways and this is evident in the very high quality of relationships in the classroom and in the happy and confident participation of children in all their activities.

34. The adults are excellent role models and all the children understand what is expected of them in both their work and behaviour. The excellent consideration of children's emotional development and of their feelings and needs has a very positive impact on the very good behaviour and ethos of the class. The very small minority of children who had behavioural difficulties when they arrived in the reception class has been helped to settle in and develop positive and co-operative attitudes to work. Children are encouraged to take turns and to value each others' contributions in a variety of activities, such as during class discussions, during role play in the home corner or when working together at the computer. Children are given extensive opportunities to make choices, for example in selecting activities, and they enjoy being given responsibilities, such as sharing things out for an activity.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children's standards of reading and writing are well above national expectations for this age group.
- Very good teaching ensures that children make very good progress in their work.
- Children participate eagerly and confidently in speaking and listening activities.
- There is not enough analysis of how effectively children develop their reading response and understanding.

### **Commentary**

35. Teaching and learning in communication, language and literacy are very good. Children achieve well and are on target to reach high standards by the time they enter Year 1. The excellent planning ensures that all aspects of literacy are addressed through appropriately levelled activities which provide a suitable degree of challenge for the most able children. Staff take every opportunity to develop children's vocabulary and to extend their speaking and listening skills. Reading and writing skills are taught initially through a strong phonics programme and children are encouraged to develop their expertise by experimenting with words.

36. The teaching of communication, language and literacy is strongly linked to all the other areas of learning. For example, in one lesson which was focusing on the use of a wide range of cues when reading the whole class text, the big book chosen was an information book about honey bees, which was part of the week's topic on minibeads. In this way, children are encouraged to enjoy their learning in a relevant and motivating way. The assessment of reading is undertaken on a continuous basis, following guided group and individual reading, and gives clear evidence of phonic development. However, there is not enough assessment or analysis of children's comprehension or responses to their reading and this hampers the development of wider reading skills and understanding.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children have a very positive attitude to mathematical development activities.
- Very good teaching motivates both boys and girls to fulfil their potential in this area of learning.
- Very clear displays around the room act as constant reminders to children of numbers and relationships.
- Children make very good progress and reach standards well above national expectations at the end of the reception year.

### **Commentary**

37. The very good teaching in mathematical development encourages children to achieve very high standards in their work. A review of pupils' work shows that knowledge and understanding of number, shape, time, money and measures are developed well through the reception year and children make very good progress in acquiring skills and developing mathematical vocabulary.

38. In a very good lesson the children showed that most of them were able to count enthusiastically and energetically up to fifty and that they were able to 'count down' with great enjoyment from fifteen to one before 'blasting off' like rockets. The key learning focus for this very good lesson was the use of a programmable robot to explore the vocabulary of position, direction and movement. Children were able to use appropriate language, such as 'diagonal' to describe movement and 'triangle' and 'circle' for shape. A variety of motivating activities engaged children in extending their directional skills and they undertook these with great confidence. Very good questioning skills from both the teacher and the teaching assistant elicited well thought out responses from children in their groups.

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

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

### **Main strengths and weaknesses**

- Children are encouraged to show curiosity about their surroundings and to take an active role in exploring the world around them.
- Very good teaching leads to high achievement and very good standards in this area of learning.
- A range of stimulating activities gives children very good learning opportunities.
- Excellent use is made of computers to aid children's investigations.

### **Commentary**

39. Teaching and learning are very good and children are highly motivated to explore the world around them. Adults use very good questioning skills to extend children's curiosity and understanding. Analysis of children's work in this area of learning indicates that children achieve well by reaching very high standards and making very good progress. A very good variety of interesting activities is planned to stimulate children's curiosity and to enhance their understanding. For example, as part of a topic on minibeasts, children went on a snail hunt in the school grounds. Later the same day, in a very good lesson in the computer suite, they were able to use the digital microscope to observe a snail up close, describing and discussing its features. The children were then shown how to use a graphics programme and made some very lively pictures of the snail, which were printed to put on display. Children are helped to develop their investigative skills and to use all their senses. They are encouraged to gain an awareness of the past and of chronology, for example by ordering teddies from oldest to newest. They have gained a sense of geography and how other people live, for example through a multicultural topic based on the book 'Handa's Surprise', set in Africa.

### **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

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

- Very good teaching encourages children to reach very high standards in this area of learning.
- Children work enthusiastically, in an orderly and purposeful manner.
- Very good resources motivate children to make very good progress.
- Although there is a separate outdoor play area for reception children, it is not adjacent to the classroom, which restricts its use.
- There is no climbing equipment or soft surface in the outdoor play area.

### **Commentary**

40. Children are given extensive opportunities to develop control of the finer manipulative movements involved in making things. For example, when being given the opportunity to make three-dimensional collages of honey bees unaided, they were able to make their own choices of materials to use and showed very good skills of cutting and sticking. Children evidently enjoy using construction kits to build imaginative models, such as vehicles or buildings. Larger movements, such as those used in physical education sessions, are increasingly well controlled. In a lesson, children showed confidence when asked to demonstrate their movement and several children made thoughtful observations about the performance of others.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Excellent teaching motivates children to express themselves in highly creative and imaginative ways through dance.
- Displays of artwork demonstrate a good range of artistic techniques.
- Children are encouraged to express themselves very effectively through role play, singing and music, as well as art and dance.

### **Commentary**

41. A very good range of creative activities is provided to encourage children to develop their imaginative and artistic skills through drawing, painting, modelling, using percussion instruments, role play and dance. Children are given opportunities to make choices of activities and materials, and to develop their skills, gaining confidence and independence as they work. Children's efforts are valued by each other and by the adults, who encourage, appreciate and display work.

42. Children are taught rhymes to accompany activities across the curriculum, such as the rhyme they say whenever they use the programmable robot in mathematical development. They enjoy these rhymes and they are able to sing songs enthusiastically from memory. In an outstanding dance lesson in the hall, the excellent teaching motivated children to demonstrate a remarkable standard of expressive and very finely co-ordinated dance movements when creatively interpreting some very well chosen music.

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

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Pupils are motivated and enthusiastic writers.
- Pupils take great care and pride in their work.
- The quality of teachers' planning is very good.
- The assessment of pupils' progress in reading is not as rigorous as it is in writing.

### **Commentary**

43. Results of 2004 national tests for pupils in Year 2 were above average in reading, but well above average in writing. When compared to similar schools nationally, results were well above average in writing, but average in reading. These results continue the recent trend where, unusually, standards in writing are higher. In addition, the trend shows girls achieving better than boys. Underachievement in reading when compared to similar schools is partly due to underachievement of boys and the school having a higher proportion of

pupils achieving the lower levels than in similar schools. The school has addressed the issue with boys through improving the range of reading materials. However, assessment of pupils' progress in reading is not sufficiently focused on identifying weaknesses and informing the next steps for learning. In the current Year 2, standards are well above average in writing and above average in reading. Pupils' achievement is good in reading and very good in writing.

44. Results of the 2004 national tests were well above average in English and above average in comparison with similar schools based on attainment in Year 2. These results continue the year-on-year trend of high standards. In the current Year 6, standards are well above average and the achievement of all pupils is very good. Pupils enjoy writing and produce work of a very high standard. Standards in spelling, grammar and punctuation are very good and pupils' use of imaginative vocabulary is impressive. Standards in handwriting and presentation are very high and reflect the pride pupils take in their work. In discussion, especially in pairs, pupils listen to, and value, the opinions of each other to a high standard. High standards have been maintained since the previous inspection.

45. Teaching and learning are very good and make a significant contribution to the high standards achieved. Lessons are planned carefully with work matched closely to the individual needs of pupils, including those with special educational needs. Teachers' subject knowledge is very good and the quality of planning for pupils to use their literacy skills in other subjects is remarkably impressive. Pupils respond particularly well to this very good teaching and show enthusiasm for English. They work hard in lessons. Pupils take great care and pride in their work because of high expectations from teachers. Teachers' marking is very good, especially in writing and pupils know how well they are doing and the next steps they need to make in order to improve.

46. Leadership and management are very good and have a positive impact on the high standards achieved. The subject leader is very aware of the subject's strengths and areas for improvement and the recent initiative to improve the range of reading materials for boys is having a positive impact on raising standards. However, despite very good assessment and tracking of pupils' progress by gender, subject leadership has not focused sufficiently on monitoring the impact of guided reading on the progress of individual pupils. Resources are very good and pupils benefit from an attractive and well stocked library.

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

47. This is a significant strength of the school. Pupils are confident in using their reading comprehension skills in using books and the Internet to carry out research: for example in science and history. They use their writing skills exceptionally well when writing up the results of experiments in science and presenting key facts in geography and history. The quality of labelling designs and written evaluations of products in design and technology are particularly good. Pupils' confidence in the use of word processing and desktop publishing skills is very good.

### **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**



- The high standards achieved at the time of the last inspection have been maintained.
- Teaching is very good.
- There is a good emphasis on problem solving.
- The use of ICT is very good and sometimes excellent.
- The leadership of the subject is good.
- Mathematics is used well in other areas of the curriculum.

## **Commentary**

48. Standards are above average in Year 2 and well above average in Year 6. Achievement is good in Years 1 and 2, and very good in Years 3 to 6. Pupils with special educational needs are very well supported by teachers and teaching assistants. This enables pupils to achieve as well as others in their class. More able pupils are very well challenged, sometimes in groups formed by using additional adults, enabling pupils to reach the higher levels.

49. The high achievement seen throughout the school is largely due to the very good teaching. Particularly good aspects of teaching include:

- Thorough planning and preparation;
- Clear and appropriate lesson objectives made known to pupils;
- Challenging work set for pupils of all abilities;
- Very good support for pupils with special educational needs;
- Excellent use of ICT, including interactive whiteboards;
- Excellent relationships between adults and pupils, and between pupils themselves.

Where these are evident, pupils are well motivated, well managed, and keen to learn. This enables them to make very good progress. On occasions progress was hindered slightly by tasks not being sufficiently well explained, or activities going on for too long.

50. The excellent use of interactive whiteboards is revolutionising the ways that teachers are presenting work to pupils. Teachers have worked hard to get themselves confident and competent with the equipment, and this is paying dividends in the way that it is motivating and inspiring pupils to work hard at their tasks.

51. Analysis of test results indicated that many pupils were less competent with problem solving activities than other branches of the subject, and that some girls were achieving less well than boys. Both these issues are being addressed, and early evidence suggests that the situation has been improved considerably. Increased rigour in analysis would show pupils' strengths and weaknesses in more detail. This is necessary and is already planned.

52. Leadership and management are good. The subject leader is fairly new to the post, but her enthusiasm is infectious and she is already making a positive contribution to the subject's development. She has made a start on the monitoring of teaching and learning, and is looking at possible additions to the scheme of work. She has a clear and appropriate action plan to take the subject forward.

## **Mathematics across the curriculum**

53. Mathematics is used successfully in many other areas of the curriculum, most frequently with data handling. In ICT pupils have made block graphs of numbers thrown on

dice; in geography they have made pictograms of ways of travelling to school; in science they drew a graph to show how long ice cubes lasted in a classroom, and worked out the percentage of nitrogen in the air.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils' attitudes to science are very positive.
- Teaching and learning are very good.
- Standards in science are very good throughout the school.
- There is a strong emphasis on scientific enquiry.
- There is very good use of ICT, numeracy and literacy skills in science.
- The subject leader for science is very knowledgeable and enthusiastic.

### **Commentary**

54. Standards in science are above the national average in Year 2 and well above the national average in Year 6. A very high percentage of pupils in Year 6 attain the higher Level 5 in the national tests. This trend continues with a high proportion of the current Year 6 working at this higher level. Pupils achieve well in science throughout the school.

55. Four science lessons were observed. Teaching and learning were judged to be good in Years 1 and 2 and very good in Years 3 to 6. Assessment is good overall, but there is insufficient depth of the analysis of national tests to identify pupils' strengths and weaknesses and to use the results to plan the next steps in learning.

56. Analysis of work in pupils' books and folders and on display identified evidence of good work in Years 1 and 2 and very good work across all aspects of the subject in Years 3 to 6. Very good marking by teachers helps pupils understand what they can do to improve their work.

57. Teachers plan very effectively, demonstrating very good subject knowledge. Work is set at appropriate levels for pupils of different abilities, offering high levels of challenge for the most able pupils. Pupils with special educational needs are very well supported by the appropriateness of tasks set and by skilled teaching assistants and students. They have full access to the curriculum. The inclusion of all pupils in science lessons is good throughout the school.

58. Pupils are given clear explanations of learning objectives and what is expected of them as lessons unfold. They enjoy the practical nature of science activities and respond well to teachers' encouragement.

59. Very good resources are used highly effectively and provide considerable enrichment to the scientific experiences of pupils. Year 6 pupils are given opportunities to work with the specialist science teacher from the secondary school, using sophisticated resources and techniques. The classroom accommodation has been remodelled and improved since the last inspection, enabling more effective use of space for practical science work.

60. Science lessons observed were practical sessions involving very good learning of skills and concepts and very good use of scientific vocabulary. Pupils were encouraged to predict and hypothesise, to test ideas, to record and evaluate outcomes, and to research key principles. Pupils in Years 5 and 6 demonstrated an impressive knowledge of scientific concepts.

61. Both literacy and numeracy contribute very effectively to science lessons and good links are made across the curriculum. ICT is used very effectively to support and extend the work of pupils in science. Pupils use a range of scientific software and peripherals, such as digital sensors, to help them with investigations and to record, present and analyse their findings.

62. The very knowledgeable and enthusiastic subject leader regularly monitors provision, planning and teaching and uses this information to plan future developments in the subject. She organises resources very well and provides very good support for her colleagues. Overall, the management of the subject is very good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **very good**.

### **Main strengths and weaknesses**

- Pupils' skills are of a very high standard.
- The specialist teaching assistant makes a strong contribution to high quality teaching.
- Very effective leadership of the subject contributes to the very high standards achieved.

### **Commentary**

63. By the end of Year 2, standards exceed national expectations and achievement for all pupils is very good. By the end of Year 6, standards significantly exceed national expectations with achievement being very good for all pupils. There has been a significant improvement since the previous inspection.

64. By the end of Year 2 pupils are totally secure in the key skills of using the keyboard and mouse. They know how to log on and log off using the school's network and are totally confident in loading from, and saving to, file. Because of this, pupils work hard and successfully in lessons in using these key skills to support their learning in other subjects, including literacy and numeracy. These key skills are built on systematically from Year 3 to Year 6 so that pupils are very successful in applying these skills across all subjects. In Year 5, standards in control technology whereby pupils program a set of traffic lights to control traffic on a single track bridge are exceptionally good. Equally, the standard of multimedia presentations in Year 6 is impressive.

65. Teaching and learning are very good and have a significant impact on the high standards achieved. Teachers' subject knowledge is strong and their imaginative and stimulating use of interactive whiteboards in many lessons is an example of improved confidence in teaching the subject. Teachers and pupils benefit from the high quality support given by the specialist teaching assistant, particularly in lessons in the ICT suite.

Pupils enjoy their work and show very good levels of concentration and determination while they work. When working in pairs, pupils take turns and really value and appreciate the support they offer each other.

66. Leadership and management are very good and have made an outstanding contribution to the very high standards now being achieved. Through her enthusiasm and high degree of expertise, the subject leader has secured improvements in the quality of resources and in teaching and learning since the previous inspection. A significant development has been in ICT now being an integral part of teachers' planning across all subjects. The subject leader monitors teaching and learning effectively and she is developing a CD-ROM based portfolio of pupils' work matched to National Curriculum levels to aid her colleagues in the accurate assessment of pupils' learning. The school has produced a very high quality website.

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

67. This is a significant strength because of expectations that ICT is an integral part of pupils' learning in all subjects. Pupils use their literacy skills exceptionally well in carrying out research and in the use of word processing to produce reports. Numeracy skills are used exceptionally well, notably in the collection and analysis of data, particularly in recent work on looking at how pupils travel to school and the impact of this on the environment.

## **HUMANITIES**

### **RELIGIOUS EDUCATION**

Provision in religious education is **very good**.

### **Main strengths and weaknesses**

- There is good coverage of the locally agreed syllabus.
- At the end of Year 6 pupils are exceeding expectations.
- Overall teaching is very good.
- Resources are very good.
- Very good improvement has been made since the last inspection.

### **Commentary**

68. The school uses the Somerset syllabus together with the QCA (Qualifications and Curriculum Authority) recommendations to provide a curriculum that meets all the requirements of the National Curriculum. Particularly good work is done with older pupils on the major religions of the world.

69. Very good, and sometimes excellent, teaching is enabling younger pupils to reach the expected levels, and older pupils to exceed the expected levels. Lessons are well planned, and excellent use is made of the interactive whiteboards. This, together with teachers' enthusiasm, is motivating pupils well. Pupils are keen to learn and take part in the activities, enabling them to make good, and sometimes very good, progress. Teachers have paid good attention to spirituality and how to include this in their teaching. They manage to do this successfully in religious education lessons, and often in other areas of the

curriculum. For example, reception children were in awe when the teacher produced some brand new ribbons for their dancing, and there are spiritual moments when pupils produce art work in the style of some of the masters.

70. Good use is made of the school's own resources, plus those loaned from the museum service, to interest and inspire pupils. In addition there are planned visits to places of worship, such as the local church, Wells Cathedral and a Hindu temple, and visitors come in to the school. These firsthand experiences are contributing well to pupils' spiritual and multicultural development.

71. In the last inspection report there were many criticisms levelled at religious education. The school has addressed all the issues very successfully, and very good progress has been made. In particular:

- There is now a full and appropriate curriculum in place that is taught very well, leading to much improved standards.
- There are now very good resources, supplemented by the museum service, which, together with the use of visits and visitors, are ensuring good coverage of the major religions of the world.
- Spirituality has been a strong focus, and now permeates many subject areas as well as religious education.
- ICT is now used very effectively to motivate and inspire pupils.

## **GEOGRAPHY AND HISTORY**

72. Insufficient lessons were seen in geography and history for secure judgements to be made on standards and provision.

73. In **geography** pupils in Year 2 develop a good understanding of how their village contrasts with other localities when they compare life in Catcott with that on the Isle of Struay. Their understanding of the wider world is developed successfully when pupils look at life in Tocuaro in Mexico. By the end of Year 6 pupils have a good understanding of the water cycle and are accurate in naming and locating the major rivers of the world. Pupils' use of literacy and numeracy skills is very good and pupils take great care and pride in the way they present their work.

74. In **history** pupils in Year 2 develop a good understanding of chronology and know that the Iron Age comes long before the time of the Great Fire of London. They are confident in sequencing the events surrounding the Great Fire and use their literacy skills well in writing key facts. In Year 6 pupils show very good use of historical enquiry skills when they research life in Ancient Egypt including the use of reference books and the Internet. The way in which work is presented, including maps and diagrams, is of the highest quality.

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

75. There was insufficient work seen in art and design, design and technology, music and physical education to make definite judgements on standards and provision.

76. In **art and design**, in the lesson observed, the good teaching encouraged Year 6 pupils to look carefully at how Van Gogh built up the perspective in his impressionistic

landscape paintings. Pupils then used this knowledge effectively to assemble montages of textured rubbings to make pictures of their local environment, linking well to their geography study unit.

77. A review of the good quality of displays around the school and the varied work in pupils' sketchbooks indicates that provision and standards in art and design are very good in Years 1 and 2, and good in Years 3 to 6. This is an improvement since the last inspection. All classrooms displayed pupils' work attractively and several of the lively and appealing displays throughout the school were of a high standard. One Year 3 class had recently completed some excellent examples of press printing repeat designs in their sketchbooks.

78. Very good links are made with other subjects, such as experimental science in Year 5 and history in Year 6. A few displays included good artwork produced using computer graphics software. Some very good work has been achieved in response to the study of the work of famous artists, including Matisse, Kandinsky and Lowry. Pupils' work is assessed continuously, resources are very good, and the subject leader is both knowledgeable and enthusiastic about her subject.

79. In **design and technology** pupils have a very good understanding of the whole process from initial design to evaluation of the final product. Their designs are of good quality and are carefully labelled, with older pupils measuring accurately. Pupils' making skills are good, as is evident in making models using cam mechanisms in Year 5. Pupils evaluate their work honestly and have good ideas as to how they could improve their finished products. The quality of presentation of work is impressive, as is the use and application of literacy, numeracy and ICT. The link with a secondary school whereby pupils there make the bookmarks based on the computer-aided designs of pupils in Year 5 is very good.

80. In **music** pupils' work includes evidence of recorded composition work at various ages, which addresses a development point made in the last inspection report. Singing in assemblies was tuneful, with appropriate attention paid to diction, breathing and dynamics. There are three recorder groups and a considerable number of pupils have lessons in the playing of musical instruments from visiting teachers. All these pupils are given good opportunities to play their instruments to accompany singing in school assemblies and to play in the summer term concert. The provision of a dedicated music room and a variety of good music resources encourage pupils to develop an enthusiasm for music throughout the school. Most teachers are knowledgeable about music and the subject leader is very active in encouraging positive attitudes towards her subject.

81. In **physical education**, analysis of planning indicates that all the requirements of the National Curriculum are met, including swimming at a local pool, and outdoor and adventurous activities on residential visits. A good number of extracurricular activities provide pupils with opportunities to develop their skills further, and competition against other schools contributes towards social and moral development.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

Provision in PSHE is **good** and in citizenship it is **very good**.

## **Main strengths and weaknesses**

- There is a well planned programme of activities for all ages of pupils which is reflected in the values and ethos of the school.
- Pupils are very involved in contributing to the life of the school.
- The leadership of the subject is very effective.

## **Commentary**

82. The citizenship programme is delivered successfully through 'Circle Time', PSHE time, other subject areas, and through a strong programme of school events and activities. Pupils understand that rights are related to responsibilities, and that respect and tolerance are necessary in their community. This is reflected in very good relationships in the school, and between the school and the outside community. Citizenship links are identified in planning for other subjects, such as ICT. These links show the importance the school attaches to the subject.

83. There are real opportunities for pupils to be involved in decision making processes in the school. Good examples of this are with class rules, school rules and the school council. The Citizenship Club provides Year 6 pupils with added responsibilities which they take very seriously. For example, they plan and organise their own fundraising, the 'Buddy Stop' in the playground, and the recycling scheme in the school. The citizenship leader is very enthusiastic and knowledgeable about the subject. She has formed a whole school overview, an appropriate curriculum, and kept all staff informed. This has ensured that citizenship is developing well as a subject in its own right, but which permeates all areas of the school's work.

84. Pupils demonstrate that they know right from wrong and they all show a high degree of respect and tolerance within the school community. Older pupils are encouraged to take on responsibilities, such as chairing weekly school council meetings in which all pupils' views are listened to and valued by pupils and adults alike. Appropriate provision is made for sex education through science lessons and through a specific programme in Year 6. A 'Life Education Centre' van visits annually to provide alcohol and drugs education through appropriately themed sessions for all age groups.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2



Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
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).*