

# **INSPECTION REPORT**

**Puriton Primary School**  
Bridgwater

LEA area: Somerset

Unique Reference Number: 123694

Inspection Number: 187010

Headteacher: Mrs Jennifer Venning

Reporting inspector: Robert Cory (8705)

Dates of inspection: 4 – 7 October 1999

Under OFSTED contract number: 707751

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Rowlands Rise Puriton Bridgwater Somerset TA7 8BT
Telephone number:	01278 683630
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. Kelvin Williams
Date of previous inspection:	5 – 9 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Robert Cory Registered Inspector	Mathematics Design and technology Information and communication technology Equal Opportunities	Attainment and Progress Teaching Leadership and Management The efficiency of the school Staffing, accommodation and learning resources
Patricia Bowen Lay Inspector		Attendance Partnership with parents and the community
Sandra Morris	English Special Educational Needs Under Fives	Attitudes, behaviour and personal development
Steve Crumpler	Science History Geography Religious Education	The curriculum and assessment Pupils' spiritual, moral, social and cultural development
Lyn Paine	Art Music Physical Education	Support, guidance, and pupils' welfare

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### **MAIN FINDINGS**

**What the school does well**

- Leadership and management are very good and give a clear direction to the work of the school.
- Financial planning is very good and ensures that financial resources are focused on priorities.
- Development planning is excellent and helps the school to move forward.
- Spiritual and social development are very good.
- Standards and teaching in art are good.

**Where the school has weaknesses**

- I. Standards in reading at Key Stage 1 are below average.
- II. Standards in information and communication technology at Key Stage 2 are below expectations.
- III. The most able pupils do not make sufficient progress in English and science at Key Stage 1.
- IV. The accommodation is unsatisfactory and affects the learning opportunities of the youngest pupils.

**The weaknesses are significantly outweighed by what the school does well. They will form the basis of the governors’ action plan, which will be sent to all parents of pupils in the school.**

**How the school has improved since the last inspection**

The school has made considerable improvements since the last inspection and is well placed to continue these improvements. The school is well on the way to achieving the targets set for the year 2000, which are that 63 per cent of eleven year olds will achieve the expected standards for their age in English and mathematics. The main improvements are:

- V. the leadership and management of the school have improved considerably and development planning is excellent;
- VI. the arrangements for assessment, recording, and reporting of pupils’ progress have been improved;
- VII. standards of attainment in design and technology have improved to average levels;
- VIII. the daily act of collective worship now meets requirements;
- IX. arrangements for appraisal are in place and the professional development of teachers has improved.

**Standards in subjects**

The table shows the standards achieved by eleven year olds in 1999 based on the National Curriculum tests:

<b>Performance in</b>	<b>Compared with all schools</b>	<b>Compared with similar schools</b>	<p style="text-align: center;"><b>Key</b></p> <p><i>well above average</i>    <b>A</b></p> <p><i>above average</i>        <b>B</b></p> <p><i>average</i>                 <b>C</b></p> <p><i>below average</i>        <b>D</b></p> <p><i>well below average</i></p>
English	B	B	
Mathematics	B	A	
Science	C	B	

The results of national tests for eleven year olds in 1999 show that standards were above average in English and mathematics and average in science compared to schools nationally. Compared to similar schools, standards were above average in English, well above average in mathematics and above average in science. Comparing the results over recent years the standards achieved in the 1999 tests show an improvement over the average for the previous three years in all three subjects. The inspection team found that the current standards in English, mathematics and science are at average levels and that the present standards of the eleven year olds are not at the level of the 1999 tests. There is a larger concentration of pupils with special needs in the present Year 6. The standards in other subjects, including religious education, are at expected levels, and most pupils make satisfactory progress. The exceptions to this are in art, where standards are above expectations and in information and communication technology and music, where standards are below expectations for the age of the pupils.

The 1999 national assessment results for seven year olds in English (reading and writing), mathematics and science were well below average, compared to schools nationally and well below average compared to similar schools. Over recent years standards have varied but were lower in 1999 in English, mathematics and science than for the previous three years. The inspection team found that the current standards of seven year olds have improved and are average in mathematics, science and English, except for reading where standards are still below average. The majority of pupils make satisfactory progress in these subjects by the age of seven. The standards of seven year olds in other subjects, including religious education and information and communication technology are at expected levels, except for art where standards are above average. However, the higher ability pupils fail to make good progress and do not reach above average standards in English and science at the end of Key Stage 1. Pupils enter the school with broadly average standards except for their language skills, which are below average. Children under five generally make at least sound progress and attain the desirable learning outcomes in their mathematical development, in their physical development and in their knowledge and understanding of the world. They exceed expectations in their creative development and their personal and social development. However, in language and literacy, they do not reach the desirable learning outcomes by the age of five.

### Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Good
Science		Satisfactory	Satisfactory
Information and communication technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Good
Other subjects	Good	Satisfactory	Satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

Overall the teaching is sound. It is good or very good in 52 per cent of lessons and at least satisfactory in 91 per cent of lessons. Unsatisfactory teaching occurred in four lessons (9%). The teaching is very good in 15 per cent of the lessons. The teaching of the children under five is at least satisfactory in all of the lessons and good in 60 per cent. The teaching of the pupils from five to seven is good or very good in 54 per cent of the lessons and satisfactory in the rest. The teaching of pupils from seven to eleven is good or very good in 50 per cent and at least satisfactory in 86 per cent of lessons. Four of the lessons at Key Stage 2 were unsatisfactory.

## Other aspects of the school

Aspect	Comment
Behaviour	Good. The pupils behave well.
Attendance	Good.
Ethos*	Very good. The headteacher has established a strong commitment to attaining high standards and good behaviour.
Leadership and management	Very good. The leadership and direction provided by the headteacher, assisted by the governors, are very good. Curriculum development is excellent. There is good monitoring and support for teaching and the curriculum. Financial planning is very good.
Curriculum	Good. Breadth and balance are good. Curriculum planning is sound. Procedures for assessment and the use of assessment in planning are sound.
Pupils with special educational needs	Provision for these pupils is good. They receive good support and make good progress, particularly in English.
Spiritual, moral, social and cultural development	The provision for spiritual and social development is very good; the provision for moral and cultural development is good.
Staffing, resources and accommodation	Staffing is good. Resources are satisfactory in most subjects. Accommodation is unsatisfactory and restricts the learning opportunities of the youngest pupils.
Value for money	Sound.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>● The teachers are approachable.</li> <li>● The new management and leadership style.</li> <li>● The help and guidance the pupils receive.</li> </ul>	<ul style="list-style-type: none"> <li>● The size of the reception class.</li> <li>● The arrangements for homework.</li> <li>● The charging for some out of school</li> <li>● The teachers' awareness of pupils' personal</li> </ul>

The school is well supported by the parents. At the parents' meeting the parents were very positive in their support of the school. The inspectors considered the parents' concerns very carefully. They found the size of the reception class to be broadly average and the arrangements for homework were satisfactory. The arrangements to charge for some out of school activities have now been changed by the school and the teachers were aware of the pupils' personal needs.



## **KEY ISSUES FOR ACTION**

### **1. Improve standards of reading at Key Stage 1, by:**

- providing a wider and more challenging range of reading resources;
- giving reading a greater emphasis within the teaching of English.

(See paragraphs 82 and 87).

### **1. Improve standards of attainment in information and communication technology at Key Stage 2, by:**

- providing more up to date resources;
- ensuring that the pupils receive adequate opportunities to make good progress.

(See paragraphs 115 and 118).

### **1. Ensure that the most able pupils make good progress at Key Stage 1 in English and science, by:**

- providing a suitable range of activities to adequately challenge these pupils.

(See paragraphs 16, 83, 84, 88, 90, 103).

### **1. Improve the learning environment for the youngest pupils, by:**

- improving the accommodation so that these pupils can use the resources and facilities elsewhere in the school including access to library areas;
- providing a secure play area for the children under fives.

(See paragraphs 64 and 77).

In addition to the key issues above, the following less important weakness should also be considered for inclusion in the action plan:

- Ensure that the arrangements for registration and the keeping of registers meet requirements and are followed consistently, by:
  - ensuring that the registers are consistently completed correctly;
  - ensuring that the registers are stored appropriately.

(See paragraph 51).

## INTRODUCTION

### Characteristics of the school

1. Puriton Primary School serves the village of Puriton, three miles north of Bridgwater in Somerset and the surrounding area. The school provides for 194 pupils (107 girls and 87 boys) in seven classes and is of broadly average size. The present buildings were opened in 1987 and replaced an older school. At present five of the classes, the staff room and office are in temporary buildings. The school has seven full-time teachers including the headteacher and three part-time teachers. However, two of the full-time teachers are temporary appointments replacing two teachers absent for the whole of the term of the inspection. The headteacher has been in post for one year. There are 35 pupils (18%) on the register of special educational needs which is broadly average (18.3%) but only two (1%) are at stage 5, which is below average (1.5%). The main area of special need is in language. The number of pupils eligible for free school meals in 1998 was 9.7 per cent, which is well below the national average. The children come from a mixed social background. None of the pupils are from ethnic minorities and none from homes where English is not the first language. On entry to the school, the pupils are of average ability overall, but their language skills are lower than expected for their age. The school's policy for admission is based on the Local Authority policy and pupils are admitted to the reception class in the September before their fifth birthday. At the time of the inspection there were 29 children under five in a reception class of 30.

2. The school's aims are described as: "to provide a happy, safe and secure environment which encourages all children to achieve their full potential and become valued members of the community." The school's priorities have been the introduction of the national literacy and numeracy strategies and addressing the issues raised by the last inspection in 1996. The latter included: improving the overall management of the school; reviewing the arrangements for assessment, recording and reporting of pupils' progress; raising standards of attainment in design and technology; meeting the requirements for the daily act of collective worship; improving the arrangements for the professional development of teachers; ensuring that arrangements for appraisal are in place and improving the school development plan.

3. The school's targets for the Year 2000 are that in both English and mathematics 63 per cent of eleven year olds will achieve level 4, the expected level for their age. The school reports that the targets have been set at this relatively low level to be realistic for the large number of pupils with special educational needs in the year. The targets for the year 2001 are that 82 per cent of the eleven year olds will achieve the expected level in mathematics and 84 per cent in English.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	11	16	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	7	9
	Girls	13	13	13
	Total	20	20	22
Percentage at NC Level 2 or above	School	74 (69)	74 (93)	81(83)
	National	85 (80)	86 (81)	90 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	9	8
	Girls	13	13	13
	Total	20	22	21
Percentage at NC Level 2 or above	School	74 (76)	81 (76)	78 (86)
	National	82 (81)	86 (85)	87 (86)

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	9	15	24

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	7
	Girls	14	12	13
	Total	20	19	20

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year. Key Stage 1 refers to Years 1 and 2 and covers the education of five to eight year olds.

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year. Key Stage 2 is from Year 3 to Year 6 and covers the education of eight to eleven year olds.

Percentage at NC Level 4 or above	School	83 (83)	79 (52)	83 (87)
	National	73 (65)	72 (59)	83 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	6
	Girls	14	12	12
	Total	20	19	18
Percentage at NC Level 4 or above	School	83 (78)	79 (78)	71 (83)
	National	67 (65)	69 (65)	75 (72)

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	6.5
	National comparative data	6.7
Unauthorised Absence	School	0
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	91
Less than satisfactory	9

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and Progress**

4. In the 1999 Key Stage 2 national assessments the standards of attainment of eleven year olds were above average for English and mathematics and average for science, compared to schools nationally. Compared to similar schools, standards were above average for English, well above average for mathematics and above average for science. (The term similar schools refers to primary schools nationally with between 8 per cent and 20 per cent of pupils eligible for free school meals.) Comparing the results over recent years, the standards achieved in the 1999 tests show an improvement over the average for the previous three years in all three subjects. In the recent national assessments there were no significant differences between the attainment of girls and boys, although in 1998 the performance of girls was not as good as that of boys.

5. The inspectors found that current standards at the end of Key Stage 2 are not as high as in the 1999 national assessments and are average in English, mathematics and science. However, the proportion of pupils with special educational needs is higher in the present Year 6 than in the previous year. The targets set for the year 2000 are that 63 per cent of eleven year olds will reach the expected standard for their age in English and mathematics. The targets were set at this relatively low level because of the high proportion of pupils with special educational needs in this class. The school is well on the way to achieving these targets. The targets set for the school for the year 2001 are that 82 per cent of eleven year olds will achieve the expected level in mathematics and 84 per cent in English.

6. In English, current standards of eleven year olds in speaking and listening are average. Pupils express themselves fluently and clearly and use a range of appropriate vocabulary to describe their thoughts and feelings. Current standards of eleven year olds in reading are average. Pupils of average ability can recall the plots of a variety of books they have read and express opinions and preferences. The more able pupils read a range of books by favourite authors and some have the skill to scan a page to find information. The least able pupils read their chosen books with increasing fluency. Current standards in writing are average. Pupils use a good range of descriptive vocabulary to produce good quality writing for different purposes, including poetry, stories and reports. They are able to redraft their work and correct their spelling mistakes.

7. The pupils' standards of literacy reach average standards by the age of eleven. Literacy is developed appropriately through the literacy strategy in English lessons, and standards of literacy are further enhanced by good work in history, geography and religious education, and the development of appropriate language in mathematics.

8. The pupils' standards of numeracy are average by the age of eleven. The school emphasises the development of numerical skills, particularly mental skills in mathematics and by the age of eleven most pupils can add and subtract mentally with two digits and can multiply mentally with single digits. Numeracy skills are developed well in science. In mathematics, current standards of eleven year olds are average in number, where, for example, pupils in Year 6 reached average standards for their age when learning to divide by first considering the related multiplication sum. Standards are above average in using and applying mathematical skills.

9. Standards are average in all aspects of science. For example, Year 6 pupils recognise the need for fair tests and can explain how to vary one factor in an experiment whilst keeping others the same. They use characteristics to identify living things and understand about habitats.

10. By the end of Key Stage 2, standards in information and communication technology are below expected levels for the age of the pupils. In some activities pupils reach the expected standards, but they

do not have sufficient opportunities to reach the expected standard in all aspects of this subject. Standards in religious education meet the expectations of the locally agreed syllabus. The standards achieved by eleven year olds in art are above those expected for the age of the pupils. In design and technology, geography, history and physical education standards are broadly in line with those expected for the age of the pupils. However, the standards attained in music are below those expected.

11. In the 1999 national assessments for seven-year-olds, standards were well below the national average for English, mathematics and science. In the English tests, standards of writing were well below average, and standards of reading were well below average. Compared to similar schools, standards were well below average in reading, writing and mathematics. Over recent years standards have varied but were lower in 1999 in English, mathematics and science than for the previous three years.

12. The inspectors found that current standards of seven year olds have improved in English, mathematics and science and are at average levels in all three subjects, although in English and science fewer pupils than expected reach higher levels and standards of reading continue to be below average. Standards in writing and in speaking and listening are average. For example, pupils in Year 2 can retell the main events of stories. They spell simple common words correctly and use phonetically correct spelling for unknown words. They are aware of full stops and are beginning to use them correctly. However, a significant number of pupils at Key Stage 1 are reading books which lack challenge and, although the more able pupils can talk about the story, characters and plot of their books, they have not read a wide enough range of different books.

13. In mathematics, current standards are average by the end of Key Stage 1. For example, pupils in Year 2 successfully add single digits to numbers up to 100 using a number square. They also investigate properties of shapes, showing a good knowledge of squares and rectangles. In science, current standards are average by the end of Key Stage 1, although few pupils reach higher standards. Year 2 pupils, for example, are able to describe what happens to their bodies after exercise and carry out an investigation to see how ice melts.

14. By the end of Key Stage 1, the inspectors found that current standards in information and communication technology are at expected levels for the age of the pupils, and current standards in religious education meet the expectations of the agreed syllabus. Current standards in design and technology, geography, history, physical education and music, are broadly in line with those expected for the age of the pupils. However, the standards attained in art are above those expected.

15. Children under five attain the desirable learning outcomes in their mathematical development, in their physical development and in their knowledge and understanding of the world. They exceed expectations in their creative development and their personal and social development. However, in language and literacy, although generally making satisfactory progress, they fail to fully overcome their early difficulties and do not reach the desirable learning outcomes. Early 'baseline' tests indicate that pupils' attainments are broadly average when they enter the school, although their language skills are lower than expected. The children under five make satisfactory progress in mathematics, in their knowledge and understanding of the world, and in their physical development. They make good progress in their creative development and in their personal and social development.

16. Progress at Key Stage 1 is generally satisfactory in English for pupils of average and below average ability. Progress is satisfactory in mathematics for pupils of all abilities. In science, progress at Key Stage 1 is generally satisfactory for pupils of average and below average ability as a result of the sound teaching the pupils receive. However, pupils of above average ability do not make satisfactory progress in English, in reading and writing and in science.

17. In English, the progress made by most pupils in speaking and listening at Key Stage 1 is good. As pupils progress through the key stage they become increasingly confident and fluent. Progress in

reading overall, at Key Stage 1, is sound. At the start of the key stage a significant number of pupils do not reach the expected standards in reading for their age and these pupils take longer to progress to the expected standards for their age. Good teaching of the recently introduced literacy lessons enables average pupils to make sound progress in developing their phonic knowledge and improving their reading. Pupils with special needs make good progress in using their phonic knowledge to read words they cannot recognise by sight. However, the more able pupils make unsatisfactory progress, both in lessons and over time, due to a lack of challenge in the reading material they are offered. Progress in writing at Key Stage 1 is sound overall. Pupils make steady progress in spelling, letter formation and handwriting, but in Year 2 some of the more able pupils do not write enough and some average pupils are not consistently using full stops to demarcate sentences. In independent writing pupils work too slowly in lessons in Year 2 and this limits the progress of some.

18. In science, whilst average and below average pupils make satisfactory progress, the more able pupils make unsatisfactory progress over time at Key Stage 1 as the work is not sufficiently well matched to the pupils' needs and lacks challenge. There is insufficient emphasis on independent learning, limiting opportunities for higher achievement.

19. Most pupils of all abilities make satisfactory progress at Key Stage 1 in religious education and information and communication technology. They make good progress in art and they make satisfactory progress in design and technology, geography, history, music and physical education. Pupils with special educational needs make good progress generally.

20. At Key Stage 2, most pupils of all abilities, including those of above average ability, make sound progress in English, mathematics and science over time. Particularly good progress was reported in lessons in Years 3 and 5 in English, mathematics and science, as a result of the good teaching and where the accumulated effect of attempts to raise standards are bearing fruit, although the same improvement is not reported in Year 6, where there is a much higher proportion of special needs pupils. At Key Stage 2, pupils make sound progress in speaking and listening and good progress in reading. For example, pupils in Year 3 make rapid progress in reading because of the emphasis on reading skills in the literacy hour and the introduction of very good programmes for phonic learning. Pupils with special needs continue to make good progress in reading and by the end of the key stage most pupils can read independently with a good level of understanding. Progress in writing at Key Stage 2 is sound overall. Pupils make sound progress in handwriting and spelling and sound, and sometimes good, progress in descriptive writing. Pupils in Year 5, for example, made very good progress in lessons when drafting and editing their own work. However, in Year 6 some pupils work too slowly and this limits their progress in lessons.

21. In religious education, design and technology, geography, history and physical education, most pupils of all abilities make satisfactory progress at Key Stage 2, except in art where they make good progress. In information and communication technology, most pupils make unsatisfactory progress because of the lack of opportunities to use information and communication technology and most pupils make unsatisfactory progress in music.

22. Pupils with special educational needs make good progress throughout the school relative to their early achievements, notably in English, where they receive good support and their attainment is generally good relative to their individual targets. In most other subjects, including mathematics, they generally make satisfactory progress relative to their earlier standards.

23. The last inspection reported that standards of attainment were at average levels in all subjects by the end of both key stages except for music where standards were above average and design and technology where standards were below average. Since then the results of the national assessments have varied but by 1999 were above average by the end of Key Stage 2 in English, science and mathematics. The inspection found that current standards of the oldest pupils at Key Stage 2 are similar to those reported in the last inspection and are average in English, mathematics and science and are on course to

meet the targets set for the year 2000. Standards are above average in art, but are below average in information and communication technology and music. Standards of attainment at seven are average and similar to those reported in the last inspection in English, mathematics and science, apart from reading, where standards are below average and art, where standards are above average.



## **Attitudes, behaviour and personal development**

24. The pupils' attitudes to learning are good throughout both Key Stages 1 and 2. They respond very well to their lessons and are keen to do their best. Pupils are enthusiastic and contribute well to class discussions. They are attentive and listen well to their teacher. Pupils at Key Stage 1 listen carefully and, for example, respond positively to whole class teaching in the literacy hour. However, some have difficulty maintaining concentration in independent work, when they are too reliant on adult support. At Key Stage 2 pupils are able to share their ideas and work together well, both as a whole class and in groups. The majority of pupils with special educational needs are very positive in their responses to lessons. They join in readily in whole class discussions and work hard both in small groups and within the class.

25. Pupils behave well in class and in the playground at both Key Stages 1 and 2. For example, they happily include other children in their games and activities and show respect for each other and adults. The positive praise and encouragement of the teachers reflects the high expectations of behaviour. In a few instances pupils with behavioural problems are less able to sustain concentration, although there are only occasional instances of disruptive behaviour. One pupil was excluded from school for a short period this year. The procedures for this were carried out correctly and the pupil now receives additional support.

26. The children under five quickly settle into school routines and make good progress in personal and social development. They behave very well in the classroom and the playground. They share their toys and play together very well. They listen carefully to their teacher and join in enthusiastically when she asks questions, taking turns to speak. They maintain a high degree of concentration on the tasks they have been set. They are developing independence through putting away their own equipment and helping to tidy the classroom.

27. The relationships at both Key Stages 1 and 2 are good. Adults treat pupils with courtesy and respect and pupils in turn show respect for each other. Pupils with special educational needs and physical disabilities play happily. Older pupils set very good role models for younger pupils in the playground and when they read with them. There were no instances of bullying during the inspection. The pupils show respect for other people's feelings, values and beliefs, which were apparent in their thoughtful responses in religious education. The pupils are offered sound opportunities to show initiative and take responsibilities on visits and school camps which make a valuable contribution to their ability to socialise both within and outside school. These opportunities, together with their experience of the local community, make a useful contribution to the pupils' personal development. At the last inspection the behaviour was described as good. These standards have been maintained.

## **Attendance**

28. Attendance is good. The rate of authorised absence is broadly average and there is no unauthorised absence. Pupils are punctual and registration is done in a friendly but brisk way which encourages a purposeful start to the day and has a positive effect on pupils' learning. The last inspection reported that attendance was good. These standards have been maintained.

## QUALITY OF EDUCATION PROVIDED

### Teaching

29. The teaching is sound. During the inspection the teaching was good or very good in 52 per cent of the lessons observed and very good in 15 per cent of the lessons. Unsatisfactory teaching occurred in only four lessons (9%) during the inspection and 91 per cent of the teaching was satisfactory. The teaching of children under five is good: it was at least sound in all the lessons seen and in 60 per cent of these lessons the teaching was good. The teaching at Key Stage 1 was sound. It was good or very good in 54 per cent of the lessons seen and it was at least sound in all the lessons seen. The teaching at Key Stage 2 was sound overall. It was good or very good in 50 per cent of the lessons seen and was very good in 21 per cent of the lessons. It was at least sound in 86 per cent of the lessons. The teaching was unsatisfactory in four (14%) of the lessons at Key Stage 2.

30. The teaching of children under five is good. The results of the early 'baseline' tests are effectively used to plan the starting points for the children. The teaching of personal and social development and creative development is particularly good. The teaching of language and literacy and mathematics is sound. Particular strengths are the teachers' knowledge of the relevant curriculum, the use of assessment and good planning.

31. At Key Stage 1 the teaching of English, mathematics, science, information and communication technology, music and physical education is sound. In other subjects, insufficient lessons were seen to make a judgement on teaching. At Key Stage 2 the teaching of mathematics and religious education is good. The teaching of English, science, information and communication technology, physical education and music is satisfactory. Insufficient lessons were seen in art, geography, history and design and technology to make a judgement. The teaching of mathematics has improved following the early introduction of the numeracy strategy, as a result of which lessons have a good structure, a good range of activities is used and there is good pupil participation in the whole class sessions. The teaching of religious education is good because of the teachers' good relationships with the classes and the way pupils' feelings and values are sensitively explored.

32. The very good teaching observed was the result of very effective class management, secure subject knowledge and activities that were well matched to the different abilities, enabling pupils to make very good progress. For example, in an English lesson with Year 3, the teacher's secure subject knowledge was reflected in the very good question and answer session at the end. The class management was very effective and based on a friendly supportive style. The activities used were well matched to the pupils' needs, which provided good opportunities for pupils to participate and develop an understanding of spelling rules. In a mathematics lesson with Year 5, a very good range of activities were used that included mentally multiplying three-digit numbers by 10 or 100, followed by an investigation of properties of shapes. The activities were well matched to the needs of the pupils. The lesson was based on very effective teaching skills, giving the lesson a good structure and the very effective class management ensured that there was a brisk pace to the lesson.

33. Unsatisfactory teaching was the result of weak class management and inappropriate activities. For example, in an English lesson with Year 6 the pace of the lesson was too slow, there was a lack of challenge in the activities and the unsatisfactory management of the lesson hindered the progress of the pupils. In a physical education lesson with Year 4 the objectives of the lesson were not clear and the lesson management was unsatisfactory, resulting in a slow pace.

34. In most lessons, the teachers' management of pupils is effective and encourages good behaviour. Relationships are consistently good and the teachers show a sympathetic but firm approach to class management. The methods and teaching strategies used by the teachers are good and most lessons are well structured, following the example provided by the literacy and numeracy strategies, with a good introduction, interesting activities and a good summary. The teachers' knowledge and

understanding of what they teach are generally sound at both Key Stages 1 and 2. Their knowledge and understanding of English and science are good and reflected in clear explanations of the work to the pupils. The teachers' lack of knowledge of information and communication technology is revealed by a lack of confidence. The teachers' knowledge of information and communication technology was considered unsatisfactory at the last inspection and has not improved. The teachers' use of the available time and resources is generally sound. Good use is made of the classroom assistants to support pupils' learning.

35. In general, teachers' expectations are sound and in most lessons the work is appropriately matched to the pupils' needs. In the best lessons the work is more challenging. However, the work for some of the most able pupils at Key Stage 1 in science and in reading is not sufficiently challenging and is not matched to their needs. Teachers' planning is generally satisfactory at Key Stages 1 and 2. It reflects the school policies and is consistent. The teachers' day-to-day assessments of pupils' work is generally satisfactory and it is used appropriately in planning. In general, resources are well organised. Some parents were concerned about the use of homework. The inspectors found that homework, which is based on reading and mathematics with some research projects, is used appropriately.

36. The teaching of pupils with special educational needs is generally good. Their class teachers carefully draw up very good individual education plans with the learning assistants, taking account of the children's needs. The classroom assistants follow the plans well when providing individual support and make a valuable contribution to learning. Good records are kept of the progress of these pupils. Teaching methods in small groups are effective and supportive. Well planned activities suitable to pupils' needs enable the pupils to make progress in all subjects. The phonics programmes are well managed, delivered with a brisk pace and are an effective means of developing reading skills.

37. At the last inspection the teaching overall was described as 'sound in the majority of lessons'. The teaching was good or very good in 20 per cent of lessons, sound in 60 per cent and unsatisfactory in 20 per cent of the lessons seen in the last inspection. The inspection team found that the quality of teaching has improved as a result of the clear focus on improving teaching over the last year which is having a continuing and accumulative effect. Whilst overall the quality remains sound, it is now good or very good in 54 per cent of the lessons and at least sound in 91 per cent. The amount of unsatisfactory teaching has been halved to 9 per cent. One consequence of this is the improved standards at Key Stage 1.

### **The curriculum and assessment**

38. The school provides the pupils with a good, well balanced and broad curriculum which meets the requirements of the National Curriculum and the requirements of the agreed syllabus for religious education. The school's strategies for improving literacy and numeracy are effective particularly with the younger pupils. There is satisfactory provision for personal and social education including health and sex education and drugs misuse. The curriculum is enriched by a wide range of visits and visitors. The under-fives curriculum is appropriately based on the desirable learning outcomes and it satisfactorily promotes the intellectual, social, creative and physical development of the pupils.

39. Planning for progression and continuity is sound. The recently introduced curriculum frameworks ensure an appropriate balance and progression throughout the school. Links between subjects are good. Policies are in place for all National Curriculum subjects and schemes of work are in place for most subjects except for art, music and physical education, which are not yet complete. The pupils are prepared well for the next stage of education. Health education is taught, but there is no policy or scheme of work to ensure continuity in the development of this. A detailed programme is in place for monitoring and supporting the curriculum which greatly aids planning. Teachers discuss their plans with the headteacher. The headteacher and curriculum co-ordinators observe lessons, collect samples of work and the findings are reported to the governors. Since the last inspection good progress has been made in developing the school curriculum and the school is well placed to make further

improvements.

40. The provision for pupils with special educational needs is good. The co-ordinator for pupils with special educational needs supports and advises colleagues on the details of the individual education plans, and appropriate teaching methods and support. She regularly assesses the progress of pupils and is well supported by other agencies.

41. The curriculum is enhanced by a wide range of extra-curricular activities including football, netball, tennis, cricket, gymnastics, recorders, book club and country dancing. The curriculum is further enhanced by visitors. For example, a family from Zambia visited the school and talked to the pupils about life and religious faith in their country. Older pupils enjoy residential visits and sporting competitions with local schools. At the parents' meeting concern was expressed about the charges made for some out-of-school activities. However, since then plans for charges have been changed.

42. The arrangements to provide equality of opportunity for all pupils is very good. The school is committed to a policy of equal opportunities for all children and this was apparent during the inspection. Boys and girls work together well throughout the school and for example, in a Year 5 religious education lesson, boys and girls discussed their thoughts and feelings about friendships openly and frankly. Pupils with special educational needs enjoy equal access to all areas of the curriculum through the provision of good in-class support.

43. Procedures for assessing individual pupil attainment are generally satisfactory. A review of the assessment policy is a priority for the school development plan for the current year. Assessment opportunities are identified well in planning and teachers' plans demonstrate that day-to-day assessments are used well to plan future learning. However, this information is not used consistently by all teachers. In English and mathematics, pupils are assessed accurately on a regular basis and the progress made by groups of pupils is tracked over time. In some other subjects, notably science, history, geography and religious education, samples of work are kept for assessment. The school's marking policy is detailed and gives clear guidance for teachers. Pupils are set targets for improvement and these are reported to parents.

44. The school makes sound use of assessment data to set targets for improvement. Assessment is used well with the children under five. Baseline assessment is used to indicate early levels of attainment and to identify pupils who may need additional support. For the older pupils the results from National Curriculum tests at the end of each key stage are carefully analysed and help determine priorities in the school development plan. The use of assessment information has improved since the last inspection.

### **Pupils' spiritual, moral, social and cultural development**

45. The school makes good provision for the pupils' spiritual, moral, social and cultural development. The good provision for moral education has been maintained since the last inspection, whilst the provision for spiritual, social and cultural development has improved.

46. The pupils' spiritual development is very good and evident throughout the school. The daily act of worship meets requirements and includes prayers, a period of reflection and carefully selected stories. Appropriate music effectively creates a spiritual atmosphere. The pupils are very attentive and demonstrate a real sense of awe and wonder as they listen to stories in assembly; this is also reflected in much of their work in other curriculum areas. For example, following a visit to Glastonbury Abbey, Year 3 pupils worked in collaboration to produce sensitive, and carefully observed, drawings, together with evocative pieces of creative writing entitled 'Whispers from the Past'.

47. The provision for moral development is good. It is promoted throughout the school and in the home-school agreement which encourages pupils to be polite, caring, honest and truthful. Stories in assembly focus on issues such as being kind and helping others. Moral issues are effectively promoted through religious education. For example, Year 2 pupils are able to discuss Hindu stories; looking at

characters who act out of love and friendship, and characters who act out of jealousy or greed.

48. The provision for pupils' social development is very good. The provision for social development for the children under-five is good. Relationships throughout the school are good. Good relationships between children are prominent throughout the school and pupils co-operate very well in the classroom and the playground. For example, the pupils are taught skipping games and supported well by the assistants in their co-operative play at lunchtime. Pupils are organised into house teams and work together in sporting events and litter picking squads to encourage care of the environment and good citizenship. A range of extra-curricula clubs also promote very good social development. The oldest pupils have the opportunity to visit a residential camp which further enhances their social development.

49. The provision for cultural development is good. The pupils develop a good understanding of their own culture through subjects such as history, geography, art and religious education. A wide range of visits further enhances their awareness of the local culture. At Key Stages 1 and 2 multicultural understanding is developed well through subjects such as history and religious education, and through a range of themes and music during collective worship. Pupils study a wide range of faiths and beliefs. Year 2 pupils, for example, discuss Diwali customs and Hindu stories with enjoyment and insight. The visit of a Zambian family to the school promoted multicultural understanding with pupils being encouraged to look for similarities between the cultures rather than differences.

### **Support, guidance and pupils' welfare**

50. The provision for pupils' support, guidance and welfare is good. Individual pupils' academic progress is monitored well and medical records are regularly updated. Pupils are involved in self-evaluation and in setting their own targets. The strong emphasis placed on building pupil self-esteem has a positive impact on their progress and confidence. This represents an improvement since the previous inspection. Pupils with special educational needs receive good support and liaison with outside agencies is effective. Parents value the good support and guidance provided by the school. Some parents expressed concern at the parents' meeting about the teachers' knowledge of pupils' individual problems. The inspectors found that the adults in the school know the pupils well and provide a safe and secure environment for their personal development.

51. Systems for the recording of attendance are satisfactory overall, although there is some inconsistency in completing the registers and registers remain in the classrooms during the week. However, standards of attendance and punctuality are good and unauthorised absence is followed up quickly.

52. There are effective procedures for monitoring and encouraging good behaviour, although there is some inconsistency in the teachers' approach to behaviour management and the use of positive rewards. Generally, a climate of good behaviour prevails. There is no evidence of bullying or oppressive behaviour but procedures are in place to deal effectively with any incidents.

53. The school has a good, clearly detailed, child protection policy with the headteacher as the designated teacher. The school successfully promotes the health, safety and well being of the pupils. There are satisfactory arrangements for first aid. There are appropriate policies for sex education and drugs awareness. Health and safety issues have a high profile and regular monitoring takes place. The school is a safe and secure environment, with the exception of one classroom, where young pupils have to go to another building to use the toilets. The children under five are generally safe and secure. They are well supervised by staff at break-times but have no enclosed play area.

### **Partnership with parents and the community**

54. The parents' involvement with the work of the school is good and they make a valuable contribution to pupils learning. At the parents' pre-inspection meeting and in responses to the pre-inspection questionnaire, nearly all the parents said that they are encouraged to be involved in the life of the school and find it easy to approach the school with questions or problems. Parents come into school and assist in a variety of ways, for example, helping with cooking, with lunch boxes and on school trips. The parents report that they feel welcome. Parents of pupils with special educational needs are fully involved from an early stage, are invited to annual reviews and are involved in reviewing their children's targets. Parents were involved in making the homework policy and have been given advice on how they can help their children at home, for example, by reading and playing games. There is an active Parent Teacher Association which organises fund-raising events for projects and has worked hard to decorate the school.

55. The school uses a number of appropriate ways to pass information to parents about the progress their children are making and about the life of the school so that parents feel well informed. There are two formal parent-teacher meetings during the year and the headteacher and other teachers are willing to meet parents at other times. Regular newsletters are sent home and information about the curriculum is sent to parents. The pupils' reports have very full accounts of work done by children and their achievements, although only limited information is included about standards of attainment.

56. Links with the community are good and the school is valued by the village. The school is supported and sponsored by a number of local businesses. School events, for example the summer fair, are well supported and the children make regular contributions to the parish magazine. The children's education is effectively enriched by visits and visitors. Various people come into the school, both to help with assemblies and to assist with topics. Pupils undertake a wide range of visits, which strengthens their understanding of the local community. The last inspection report commented on the good relationships with parents and these have been maintained and in some cases improved. Links with the community have also improved since the last inspection.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

57. The headteacher provides very good leadership and gives a clear direction to the work of the school. The headteacher has been in post for one year and has a clear long term vision for the school, based on improving management and teaching and achieving high standards and good behaviour. This vision is shared by the staff and the governors. Improved standards are already apparent in the higher standards of attainment at Key Stage 1, apart from reading and in some years at Key Stage 2. The headteacher has established an approach to teaching, which is shared by all the teachers and based on common principles for teaching and learning. One of the main improvements since the last inspection has been the improved management role of the governing body. The governing body is now very active and closely involved in monitoring the work of the school. There is an effective committee structure which enables the governors to be closely involved in the management of the school. The roles of the senior management team and the subject leaders are well defined, and important management tasks are carried out well, including curriculum planning, subject co-ordination and the implementation of the literacy and numeracy strategies.

58. The school has a clear set of aims, described as 'to provide a happy, safe and secure environment which encourages all children to achieve their full potential and become valued members of the community'. These are implemented very well, reflected in the values and policies that the school has developed and are supported by the parents. School policies have been reviewed and are nearly all in place. The policies are reflected well in the work of the school. For example the new behaviour policy, which is based on positive incentives and which is reflected in the good class management observed in nearly all lessons. Curriculum policies are now complete and schemes of work are available in most subjects. They are followed carefully in the teachers' planning. The school ensures that all

pupils have equality of opportunity to the whole curriculum.

59. Monitoring and support for teaching and the curriculum are good. Teaching and the curriculum, particularly English and mathematics in the previous and current years, are carefully monitored and evaluated by the headteacher. The monitoring of teaching identifies the need for support and training, and has reduced the amount of unsatisfactory teaching since the last inspection. Subject leaders, particularly in English and mathematics, have been released to monitor lessons, which gives them a clear picture of work in their subjects. They monitor teachers' planning well and provide good support for teaching through the revised subject policies and schemes of work, through support by the classroom assistants and through the successful implementation of the literacy and numeracy strategies.

The co-ordinator for pupils with special educational needs manages the co-ordination of support for these pupils within the school very well. She supports and advises colleagues on the details of the individual education plans and on appropriate teaching methods and techniques. The register of pupils with special needs is regularly monitored and all statutory obligations are met.

60. Development planning and evaluation are excellent. The school development plan is based on careful priorities established after a thorough self-evaluation. The development plan shows action, responsibility, cost and the time scale. Developments are carefully evaluated. A carefully focused programme of staff development has been provided, linked to the school development plan and staff appraisal. The effectiveness of the revised approach to school development, introduced by the new headteacher, is shown by the successful implementation of new policies in English and mathematics, and by improvements to the school management and to the school environment. Improvements in the quality of teaching and learning have led to good progress being made in several years, although there has been insufficient time for these improvements to show throughout the school.

61. The school has a strong positive ethos committed to raising standards and achieving good behaviour. Statutory requirements are met in all respects. The last inspection report described the management as 'sound', but called for improvements to the school management team, to development planning and to the management of the staff and the curriculum. These improvements have been carried out well and the school's management is now very good. The school has made good improvements since the last inspection and is well placed to continue these improvements.

### **Staffing, accommodation and learning resources**

62. The school has an adequate number of teachers who are suitably qualified for the posts they hold. There is a good match to the needs of the curriculum. The size of the classes is broadly average. The governors have a policy of reducing class sizes. No classes are larger than 30 and none contain pupils from more than one year group. The parents expressed concern about the size of the reception class for the children under five, but this was found to be average. At the time of the inspection two teachers were absent for at least a term and three teachers had started shortly before the inspection. The number of classroom assistants is average and they are used well. Their number is supplemented by a number of parent and adult helpers who provide good classroom support. There is good support for pupils with special educational needs from learning assistants, which is particularly successful in developing the pupils' literacy.

63. The arrangements for the professional development of the teaching staff are good. Expenditure on training is above average and is linked closely to the school development plan and to teachers' needs. Procedures for staff appraisal are in place and are used well. There is a good programme for the induction of new staff, based on the local authority scheme. This is used well to support the new teachers.

64. The accommodation is unsatisfactory. Of the seven classes only two are in permanent accommodation. The accommodation for the children under five, and the pupils in Years 1 and 2 and Years 5 and 6 is in temporary accommodation away from the main block. This causes particular

problems for youngest pupils who cannot use the resources in the main block without being escorted by an adult. This largely prevents them from using the library in the main block, or the more up-to-date information and communication technology equipment. There is not sufficient room in the temporary classrooms to provide adequate class libraries, although the standards of reading of these pupils is below average. The school office is housed in a temporary building which the headteacher and school secretary share. Unfortunately, the secretary has to wait outside in the playground whenever the headteacher has confidential business with a teacher or parent. This significantly impairs the efficiency of the school administration. The accommodation in the main block is modern and spacious. The school has made the best use of the school grounds and developed the outside environment as part of the previous years' development plan, in particular providing an improved play area. However, there is no secure play area for the children under five.

65. The provision of learning resources is satisfactory. The provision of at least adequate basic resources for each classroom was a first priority of the new headteacher. Overall, there is an adequate number of computers, although many of these are old and unreliable. Resources are now at least satisfactory for most subjects, for pupils with special educational needs and for the children under five, except for the provision of large play equipment for the under-fives, the provision of books in the library and the shortage of up to date information and communication technology equipment. These shortages have a significant impact on standards of reading and on information and communication technology.

66. The last inspection reported that levels of staffing were adequate. However, no appraisal structure was in place for the teachers which led to a lack of clarity in understanding their roles and no system was in place to identify the training needs of the staff. The accommodation posed organisational problems as pupils had to go outside whenever they left classrooms to visit another part of the school. Resources overall were satisfactory, although there were shortages for design and technology and science. The provision for the library was sound, but under used. The present inspection found that the school has now put a programme of staff appraisal in place. Resources have improved for design and technology and science but are unsatisfactory for reading and information and communication technology, where the demands for resources have increased. The accommodation still creates problems for the school.

### **The efficiency of the school**

67. Financial planning is very good. The budget is very carefully planned with the active involvement of the governors. Expenditure is related carefully to income, with a small surplus and reflects the school's priorities of keeping class sizes below 30 and supporting developments to raise standards. Appropriate funds are allocated to support these developments and in the current year the focus has successfully been on completing the improvements needed following the last inspection and supporting the developments in literacy and numeracy. In the current year the budget will show a very small surplus. There is a close link between the school development plan and the school budget.

68. The efficiency of financial control and administration is good. There are good and efficient procedures, which result in accurate and reliable information being provided to the headteacher and the governors on a regular basis. The school has good financial systems which provide accurate monthly expenditure figures. Expenditure is carefully checked and the financial records are kept efficiently. The last Auditor's Report, and the more recent financial check, made a number of recommendations for improvement which have been acted upon. However, the shared temporary accommodation makes it difficult for the headteacher and secretary to carry out their administrative and management tasks at the same time, reducing the efficiency of the school administration.

69. The deployment of staff, accommodation and learning resources is good. The spending on teachers is average and is reflected in good levels of staffing. The teachers are deployed well and the school has avoided large classes and classes containing pupils from more than one year. The subject co-



ordinators, particularly those for mathematics and English, are released for their management roles and for monitoring teaching and the curriculum. The spending on classroom support staff is average and is reflected in good levels of classroom support, which is supplemented well by the classroom support provided by parents and voluntary helpers. The spending on learning resources is above average, reflecting an early priority for the headteacher to provide good basic resources for each class. The available learning resources are at least satisfactory in most subjects and they are used well, apart from information and communication technology where many of the computers are old and are not used sufficiently and in reading where there is a shortage of reading books in some classrooms and in the library. The accommodation is unsatisfactory but is generally used well, although, partly because of the difficulty younger pupils have in moving from their temporary classrooms to the new block, the library is not used sufficiently. The school grounds have been improved by the school and are used very well. The specific grants, including those for pupils with special educational needs, are supplemented and result in good support.

70. The last inspection reported that administration and financial management were good. These high standards have been maintained. Financial planning has been improved and is of a very high standard. The school receives an average income per pupil. It uses the financial resources well to provide a sound education. Most pupils make satisfactory progress at the school and achieve at least average standards of attainment. The school provides sound value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

71. At the time of the inspection nearly all the children in the reception class were under five. On entry to the reception class the early 'baseline assessments' indicate that standards are broadly average in most areas of early learning, except for literacy skills. By the age of five the children make sound progress overall and good progress in many areas. They reach the expected standards, and exceed them in several areas. However, standards are below average in some aspects of language and literacy. On entry to the reception class pencil control is good, but only a few children can write their name. Most communicate well with each other in creative play, but find it difficult to respond to direct questions from adults. Some reception children are not yet speaking in sentences and their speech is indistinct. However, the good induction procedures and supportive environment give them a good start.

72. Children make sound progress in developing their language and literacy, learning to write and read their names and letters of the alphabet. By the time of the inspection, half the class could write their name without help. They handle books very well and listen attentively to their teacher when she reads stories. By the age of five they can form their letters and write some common words. They make sound progress in following instructions and answering questions during literacy. By the time they are five, most girls achieve the standards expected for their age, but many boys remain below average in speaking and reading. Overall standards are below average in this area by the age of five.

73. In mathematics the children under five make sound progress in learning to count to 10 and can compare shapes. They sort and match different objects according to size, shape and colour. By the age of five they use addition and subtraction when making calculations and have made sound progress, reaching the expected standard.

74. A good range of activities is offered which enables children to make sound progress in gaining a knowledge and understanding of the world and meet expectations in this area. For example, they use role play of different jobs in society, including the work of policemen, and children use the mouse attached to the computer to move objects around on the screen. They make drawings and observations about the world around them, and collect them into attractive books. Children under five make good progress in their creative development and exceed the expected standards in this area. In the reception class they use a range of materials to good effect. They learn to use scissors very well and can glue paper without help. They work confidently and have a good sense of colour. By the age of five their drawing shows good attention to detail and is bold and colourful. They join in singing activities in assembly with enthusiasm. The under-fives make sound progress in developing physical skills and achieve the desirable learning outcomes in this area. They make good progress in the use of smaller tools and crayons. They use big apparatus in the hall to balance and climb with confidence. They learn to be aware of the space around them and use it well.

75. Children make good progress in their personal and social development and many exceed the desirable learning outcomes in this area by the age of five. They settle very quickly into school routines and respond very well to their teacher and each other. They find and pack away their own equipment. They talk to each other and happily share their toys. The children under five select activities themselves and concentrate very well on their chosen activity.

76. The teaching of the under-fives is good. It is good for aspects of language and literacy, notably writing, for physical and creative development and for personal and social development. The teaching of reading, mathematics, and the knowledge and understanding of the world is sound. Lessons are well planned and linked carefully to previous assessments to ensure each child's needs are met. There is a good balance between focused work and play. Sound classroom management and good use of the classroom assistant ensure that children have an appropriate amount of adult support. The staff make good contributions to play activities by skilfully asking questions and setting new challenges.

77. Although the classroom is safe and welcoming, the provision of accommodation for the

children under five is unsatisfactory. It is away from the main building which limits the children in using resources in the rest of the school. The room is small and there is no secure area outside the classroom to enable children to use bigger spaces and big toys whilst being supervised. The home corner provision is inadequate and gives limited opportunities for varied role play, there are no large wheeled vehicles or large construction apparatus and the provision of dressing up clothes and multicultural toys is unsatisfactory. This limits the teacher's ability to offer a full range of activities. The sink in the classroom is suitable only for adult use and limits opportunity for children to develop independence through washing up and collecting water.

78. The last inspection reported that the standards achieved by the children under five ranged from sound to good and the children under five had a full and varied curriculum. These standards have been maintained.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

79. In the 1999 national tests at the end of Key Stage 2, standards in English were above average compared to schools nationally and above average compared to similar schools. Over the last three years and since the last inspection, standards at the end of Key Stage 2 have risen. There was no evidence of differences in the attainment of boys and girls by the end of Key Stage 2 in the 1999 assessments. The inspectors found that current standards at the end of Key Stage 2 are average and similar to those reported at the time of the last inspection. These are lower than in the previous year, but the proportion of pupils with special educational needs is high in the present Year 6, and as a consequence the targets for this year are lower than those currently being planned for the following year.

80. In the 1999 national assessments for seven year olds, standards were below average for English compared to the national average. Standards of writing were well below average and standards of reading were well below average. In reading and writing boys did not do as well as girls and the proportion of pupils obtaining higher levels was below average. Compared to similar schools, standards were well below average in reading and well below average in writing. Over recent years standards have varied but were lower in 1999 in English than for the previous three years. The standards attained by boys between 1996 and 1998 were lower than the national average for boys and lower than the standards attained by girls. The inspectors found that current standards of seven year olds in writing and speaking and listening are average by the end of Key Stage 1, showing some improvement and reflecting developments in teaching. However, current standards of reading are below average.

81. In speaking and listening standards are average by the end of Key Stage 1. At the start of Year 1 pupils lack confidence in responding to questions and cannot express themselves clearly and fluently. By the end of the key stage pupils can recall stories and explain their ideas clearly. Pupils in Year 2 can suggest suitable words to make alliterations and can retell the main events of stories. The literacy hour is having a positive impact on standards in speaking and listening. Pupils listen carefully to each other and their teacher. They are learning to hear sounds within words and relate them well to the spoken word. By the end of Key Stage 2, standards in speaking and listening are average. In Year 5, pupils work well together to make group decisions. Pupils express themselves fluently and clearly. They discuss and explain their ideas with the teacher and each other. They use a range of appropriate vocabulary to describe their thoughts and feelings and they evaluate their own work and that of others.

82. Standards in reading are below average for the age of the pupils at the end of Key Stage 1 and the number of pupils reaching above average standards in reading is low. A significant number of pupils at Key Stage 1 are reading books which lack challenge. Although the more able pupils can talk about the story, characters and plot of their books, they have not yet read a wide enough range of different books. Pupils of average ability read simple texts from their reading scheme books, but these provide a limited range of new and exciting vocabulary. They use the phonic skills learned in the

literacy hour very well to read unknown words, but their ability to recognise common words is often unsatisfactory. They can recall the characters and events of the stories they have read, but are less able to explain word meanings and are often too reliant on adult support. By the end of Key Stage 2 standards in reading are average. Pupils of average ability at the end of Key Stage 2 can recall the plot of a variety of books they have read and express opinions and preferences. They can use a junior Dewey library classification system and an index to find information. The more able pupils have read a range of books by favourite authors and are developing the skill of scanning a page to find information from reference books. The least able pupils are putting their phonic knowledge to good use and can read their chosen books with increasing fluency.

83. Standards in writing at Key Stage 1 are average. Standards are lower than the above average standards achieved in 1998. This is due to the greater emphasis put on reading skills following the introduction of the literacy strategy and less time spent on writing tasks. At the end of Key Stage 1 average pupils can make their meaning clear and can sequence a simple story. They spell simple common words correctly and use phonetically correct spelling for unknown words. They are aware of full stops and are beginning to use them correctly. Pupils form their letters neatly and more able pupils are beginning to join their writing. However, the most able pupils do not always complete enough writing during lessons because expectations are too low. At the end of Key Stage 2 standards in writing are average. Pupils use a wide range of descriptive vocabulary to produce good quality writing for different purposes including poetry, stories and reports. They have produced some well presented books linked to work in other areas of the curriculum. They write neatly in joined script and use a range of punctuation. They are able to redraft their own work and correct spelling mistakes using a dictionary. Pupils in Year 5 attain very high standards and use imaginative vocabulary to produce some excellent descriptive writing.

84. Standards of literacy are average by the age of eleven. The school has successfully introduced the literacy strategy and is seeing improving standards from the younger pupils, except in reading. By the age of eleven pupils descriptive writing is good and this work is developed well in history, geography and religious education. There is good use of specialist language in mathematics, where pupils are expected to talk about their solutions.

85. Most pupils make sound progress overall at both key stages. Pupils with special educational needs make good progress over time relative to their early achievement and achieved standards that are nearly average. Average and below average pupils make sound progress over time. However, the most able pupils are not always sufficiently challenged and many of these make unsatisfactory progress, particularly over Key Stage 1.

86. The progress made by pupils in speaking and listening at Key Stage 1 is good. As pupils progress through the key stage they become increasingly confident and fluent. For example, in one lesson with Year 2, pupils made good progress in partitioning words and making rhymes. In literacy lessons they make good progress in distinguishing sounds and blends of sounds. At Key Stage 2 pupils make sound progress in speaking and listening.

87. Progress in reading at Key Stage 1 is sound. At the start of the key stage a significant number of pupils do not reach the expected standards in reading for their age, and although progress is satisfactory, they fail to reach average standards by the end key stage. Good quality whole class teaching of the recently introduced literacy hour is enabling average pupils to make sound progress in developing their phonic knowledge and improve their reading. Pupils with special needs make good progress in using their phonic knowledge to read words they cannot recognise by sight. The more able pupils make unsatisfactory progress due to a lack of challenge in the reading material they are offered. Pupils at Key Stage 2 make good progress in reading. Pupils in Year 3 make rapid progress in fluency and speed because of the emphasis on reading skills in the literacy hour and the introduction of very good programmes for phonic learning. Pupils with special needs continue to make good progress and by the end of Key Stage 2 most of these pupils can read independently with a good level of understanding.

88. Progress in writing at Key Stage 1 is sound overall. Pupils make steady progress in spelling, letter formation and handwriting. In Year 1 they make good progress in independent writing and are able to make their meaning clear, but in Year 2 some of the more able pupils do not write enough and some average pupils do not consistently use full stops to demarcate sentences. In independent writing some more able pupils work too slowly in Year 2 and this limits progress. Progress in writing at Key Stage 2 is sound overall. Pupils make sound progress in handwriting, spelling and the use of dictionaries. Pupils make sound and sometimes good progress in descriptive writing. Pupils in Year 5 make very good progress in lessons when drafting and editing their own work. The most able pupils in Year 3 make good progress in the quality and quantity of work completed. By the end of Year 3 they can write in neatly joined script and use a range of punctuation. In Year 6 some pupils work too slowly and this limits progress.

89. At both key stages pupils respond very well to their teachers and each other. They sit quietly, are attentive during whole class sessions and join in enthusiastically. Key Stage 1 pupils concentrate well during whole class lessons but find it difficult to work independently without adult support. Nearly all the pupils behave very well at all times and work together effectively. They share their resources and include all members of the group in their activities. A small number of boys in Year 6 are sometimes inattentive.

90. The quality of teaching is sound at both key stages. Overall, it was good or very good in 50 per cent of the lessons and at least sound in 80 per cent. However, the teaching was unsatisfactory in two lessons. The teachers have worked very hard to introduce the national literacy strategy and their planning is closely linked to the recommended programme. They have very good relationships with pupils and their classroom management is good. At Key Stage 1 teachers have very good subject knowledge and the class teaching is generally brisk and clear. Teachers make very effective use of good quality 'big' books to share exciting stories with the pupils. Where the teaching is very good, previous assessments are used effectively to plan work to match pupil's needs exactly. However, in some lessons, the tasks set for pupils to work independently were not challenging enough for the most able pupils and expectations about the quantity of work to be completed were not clear. At Key Stage 2 teachers select suitable texts to study and link the follow up activities effectively to the ability of the pupils. In very good lessons the whole class teaching was well focused and brisk. The intended learning outcomes were made clear to the pupils and there was plenty of opportunity for pupils to actively participate and make good progress. In one very good lesson the teacher skilfully used examples of the pupils' past work on metaphors to enable groups of pupils to create descriptive poetry of a high quality. In another lesson good questioning techniques led to a clear understanding of spelling rules. In unsatisfactory lessons the pace of the class teaching was too slow, there were too many interruptions to deal with minor disruptions and the expectations for the completion and the quality of work were not high enough.

91. The co-ordinator provides very good support for staff and effectively monitors the planning and teaching of English. This relates well to the action plan to improve standards. The school has invested in books for shared reading, but the range of books available for independent reading at Key Stage 1 is limited and this affects standards. Key Stage 1 book corners are not well presented or used well. The last inspection reported that standards overall were average at both key stages. Standards in speaking and listening were above average, standards in reading were above average and standards in writing were average. The inspection found that standards have been generally maintained apart from reading.

## **Mathematics**

92. In the 1999 Key Stage 2 national assessments standards were well above average compared to schools nationally. Compared to similar schools, standards were well above average. The proportion of pupils reaching the expected level for their age (level 4) was above average. Comparing the results over recent years the standards achieved in the 1999 tests show an improvement over the average for the previous three years. In the recent national assessments there were no significant differences between

the attainment of girls and boys, although in 1998 the performance of girls was not as good as that of boys.

93. The inspectors found that current standards at the end of Key Stage 2 are not as high as in the 1999 national assessments and are average. For example, pupils in Year 6 reached average standards for their age when learning to divide by first considering the related multiplication. However, the proportion of pupils with special educational needs is higher in the present Year 6 than in the previous year and the targets set for this year are correspondingly lower. Pupils in Year 5 successfully multiplied three-digit numbers by 10 and a 100, and investigated properties of shapes looking for symmetries. Many reached high standards in this work.

94. In the 1999 Key Stage 1 national assessments for seven year olds, standards were well below average compared to schools nationally and well below average compared to similar schools. Over recent years standards have varied but were lower in 1999 than for the previous three years. There was no significant difference between the results of boys and girls over this period. Current standards in mathematics have improved and are average at the end of Key Stage 1. For example, pupils in Year 2 reached average standards in adding single digits to numbers up to 100 using a number square. Pupils in Year 2 also achieved average standards investigating properties of shapes, showing a good knowledge of squares and rectangles.

95. Standards of numeracy are average by the age of eleven. Mental calculations are emphasised in nearly all lessons. For example, pupils in Year 4 could double numbers up to 100 with confidence, pupils in Years 5 and 6 could multiply numbers with single digits and many could mentally multiply by 10 and a 100. At both key stages mathematical language is developed well. Science makes a good contribution to numeracy and in science lessons pupils draw graphs, handle data and calculate confidently. Standards in other aspects of mathematics reach average levels by the age of eleven except for using and applying mathematics, where standards are above average.

96. At both key stages most pupils make satisfactory progress. By the age of five, standards of attainment are at average levels in mathematics. At Key Stage 1, most pupils make satisfactory progress and a high proportion attain the expected standard at seven. At Key Stage 2, most pupils continue to make satisfactory progress. However, the progress varies between years and many pupils make good progress in Years 3 and 5 as a result of the good teaching. Many of the pupils who enter the school with below average standards in mathematics make good progress to reach average standards by the age of eleven. Those pupils whose attainments are average or above generally make satisfactory progress. Pupils with special educational needs make satisfactory progress in mathematics and receive good support in progressing towards their individual targets.

97. Most pupils respond well in lessons at both key stages. The pupils' attitudes are good. They show interest in, and enthusiasm for, their work. Many pupils express enjoyment in mathematics and take a pride in their ability to calculate. The pupils work well in whole-class lessons, in groups and independently. They persevere and are keen to finish their work. Most pupils behave well, although a few are disruptive at times and demand close attention.

98. The teaching is sound at Key Stage 1 and good at Key Stage 2. At Key Stage 1 the teaching is good in 50 per cent of the lessons and at Key Stage 2 the teaching is good or very good in 60 per cent lessons. Very good teaching occurred in 20 per cent of the lessons observed at Key Stage 2 resulting in very good progress in these lessons. All of the teaching was at least sound and none of the lessons were unsatisfactory. Where the teaching was very good, for example in a lesson with Year 5, it was the result of a very good range of activities resulting in a good pace and generating interest. Very good strategies for teaching were used with a good mixture of teacher input, pupil discussion, calculations and practical work.

99. Particular strengths of most lessons are good class management, which keeps pupils on task and ensures that good relationships are maintained, and good class organisation. Lessons are well organised for the national numeracy strategy with good whole class introductions, good main activities which emphasise number skills, and good whole class plenary discussions in which pupils contribute their solutions. Teachers generally mark the work well and use this in their planning. Homework is set appropriately. The teachers receive good support from the scheme of work and assessment is used well to monitor progress and set targets. The planning ensures that the mathematics curriculum meets the requirements of the National Curriculum.

100. The last inspection reported that standards were average at the end of Key Stage 1 and Key Stage 2. Teaching was considered sound overall. A detailed scheme of work was required to ensure greater progression and continuity. The inspection found that standards of attainment have been maintained at these levels. The teaching has improved, particularly at Key Stage 2 and a detailed scheme of work is used to follow the national numeracy strategy.

## **Science**

101. In the 1999 Key Stage 2 national tests standards in science were in line with the national average and above the average for similar schools. Evidence from the inspection shows that the current standards at the end of Key Stage 2 are in line with expectations for the age of the pupils. For example, Year 6 pupils recognise the need for fair tests and can explain how to vary one factor in an experiment whilst keeping others the same. They use characteristics to identify living things and understand about habitats and adaptations. Pupils in Year 5 understand the conditions needed for seeds to germinate and devise experiments to test their ideas. They make careful observations of autumn fruits and use their knowledge to predict how the seeds might be dispersed. In Years 3 and 4 pupils are able to interpret results and offer explanations for their findings and Year 4 pupils have an understanding of the human body.

102. The 1999 results for pupils at Key Stage 1 were well below the national average. Over recent years standards have varied but were lower in 1999 than for the previous three years. The inspection evidence shows that current standards at Key Stage 1 have improved and are at expected levels. However, the more able pupils are insufficiently challenged to achieve the higher levels. Pupils in Years 1 and 2, for example, are able to make accurate observations and produce detailed drawings of birds, describe a burning candle, observe and draw flowers and make drawings and observations about eye colour demonstrating attention to detail. Year 2 pupils are able to describe what happens to their bodies after exercise and carry out an investigation to see how ice melts.

103. Most pupils of average and below average ability make satisfactory progress at both key stages. The more able pupils make sound progress at Key Stage 2 but unsatisfactory progress at Key Stage 1 where the work is not sufficiently well matched to their needs, and there is insufficient emphasis on independent learning limiting opportunities for higher achievement. Progress in lessons is generally sound. For example, in Year 4 pupils discuss their investigations and explain their findings. The more able pupils think up ideas for further investigation. In Year 5, pupils make accurate predictions, and pupils in Year 6 understand the need to repeat experiments. They are able to make detailed and accurate observations and measurements when, for example, drawing a cross section of a pond, showing the depth and species of plants they identified. Well used adult support ensures that pupils with special educational needs make good progress throughout the school.

104. The pupils are attentive and show good levels of concentration. The pupils enjoy working in collaboration with one another and in the best lessons they are very enthusiastic and keen to answer questions. They behave well.

105. The teaching is sound overall at both key stages. It was good or very good in half the lessons seen. The teachers have a good subject knowledge and in the best lessons keep up a brisk pace. In a

very good lesson with Year 5, the teacher asked searching questions and made excellent use of resources to stimulate and develop the pupils' learning. Where the teaching is sound, the pace is less brisk with no time limits set for recording the work. The teachers follow a broad and balanced curriculum which gives good coverage of all areas of science. The teachers' lesson plans and assessments of children's learning are satisfactory overall, although the work at Key Stage 1 is not always sufficiently challenging. The subject is well co-ordinated, teachers' plans are monitored and samples of pupils' work collected. The subject is well resourced and the resources are used to good effect by the teachers. Good use is made of the local environment to give the pupils first hand experiences and to enhance their learning. Since the last inspection, the school has completed a science policy and a scheme of work, which has improved progression and continuity of learning. Standards of attainment have been maintained. The quality of teaching has improved.

## **OTHER SUBJECTS OR COURSES**

### **Art**

106. Evidence from the lessons seen, from the pupils' work and discussions with pupils and teachers, indicates that the majority of pupils achieve standards that are above the national expectations for their age at both key stages. The quality of observational drawing and related colour work throughout the school is very good. The high standards are shown, for example, by the good awareness of tone and texture, in observational drawings of grasses and Victorian artefacts. Further examples of high standards are shown by the work of the pupils at Key Stage 2 who record observations and feelings in a wide range of materials and produce colourful and lively weavings, salt dough models and draw natural and man-made objects such as fossils, musical instruments and flowers with close attention to detail. The pupils make good progress throughout the school at both key stages. It is particularly marked in those classes where they work in a broader range of media. For example, in a very good Year 5 lesson, the pupils made good progress in sewing skills in preparation for fabric appliqué of plants and seeds.

107. The pupils enjoy art and respond well to the many opportunities to work collaboratively. Their work is displayed effectively throughout the school and imaginatively labelled using the pupils' rich descriptive language. In discussion the pupils reflect sensitively upon their work and use a growing technical vocabulary. Insufficient lessons were seen to make a judgement on teaching.

108. Since the last inspection standards in this subject have improved.

### **Design and Technology**

109. During the inspection no lessons were taught at Key Stage 1 and only one at Key Stage 2. However, the scrutiny of work and discussions with pupils indicate that standards reach those expected for the age of the pupils and that pupils make satisfactory progress over time at both key stages. For example, pupils in Year 3 were learning techniques for using simple hydraulics to create pop-up motion in cards. The scrutiny of work indicated that pupils in Year 6 had previously made and evaluated biscuits and had created structures from rolled paper to show different effects of forces. The pupils had carefully planned and evaluated this work and showed appropriate skills in making the different items. Their work reached the expected standard for their age.

110. In the lesson and in discussion the pupils responded well. They showed interest in their tasks, particularly the practical work. They co-operated well, helped each other and behaved well. Insufficient lessons were seen to make a judgement on teaching. The last inspection reported that standards were unsatisfactory. Since then standards have improved.

### **Geography**



111. Only two geography lessons were seen during the inspection. Evidence from these lessons, the pupils' work, displays and discussion, indicate that pupils achieve the expected levels for their age. For example, in Year 1, pupils plan a visit to the seaside and draw the features of a seaside town. Year 2 pupils plot a journey using a variety of relevant plans and maps. They also visit a supermarket and study the local environment. By the end of Key Stage 2, Year 5 pupils are able to make use of complicated local development maps, finding locations and discussing amenities developers should provide when planning a new village. They understand why some land would be unsuitable for building and discuss environmental issues. Following a field trip, pupils in Year 6 demonstrated a good knowledge of geographical terms relating to rivers. Throughout the school the pupils make sound progress.

112. The pupils' response is good. They behave well, are attentive in class and keen to answer questions. Pupils co-operate with each other well. Insufficient lessons were seen to make a judgement on teaching. Since the last inspection, a policy and scheme of work have been introduced. This is an improvement.

### • **History**

113. Only two history lessons were seen during the inspection. Evidence from these lessons, the pupils' work and displays and discussion with pupils indicates that they achieve the expected levels for their age. In Year 1, for example, pupils are able to say which everyday objects are old or new and give reasons for their decisions. Year 2 pupils are able to talk about the life and times of Florence Nightingale. At Key Stage 2 pupils show an awareness of change over time by identifying changes in shops then and now. Work on the Second World War at the end of Key Stage 2 shows empathy and a good factual knowledge about the war and social change. This work makes a good contribution to the pupils' literacy skills. Pupils make sound progress throughout the school.

114. The pupils enjoy their history lessons and respond with enthusiasm. They are keen to answer questions and give careful thought to their answers. Insufficient lessons were seen to make a judgement on teaching. The last inspection report indicated that standards were broadly average and some unsatisfactory teaching was also noted. There have been several improvements since the last inspection, including the introduction of a scheme of work and an increased use of school visits.

### • **Information and communication technology (ICT)**

115. By the end of Key Stage 2, the standards achieved in information and communication technology are below those expected for the age of the pupils. For example, pupils in Year 6 when using computers for communication could input and edit text but did not have the further skills expected for their age. However, in some aspects of information and communication technology pupils reach the expected standards and, for example, Year 6 pupils could talk about previous work using Logo to control a screen image, achieving the expected standard for their age. Younger pupils at Key Stage 2 showed skills at the expected standard when interrogating and amending a data base, and other pupils showed appropriate skills in moving text around a document. However, in several lessons, pupils were given tasks which showed low levels of skills in using information and communication technology. When given opportunities, pupils of all abilities, including those with special educational needs, make sound progress in lessons acquiring skills in information and communication technology, but in general pupils have insufficient opportunities to make satisfactory progress at Key Stage 2.

116. At Key Stage 1, pupils use simple computer skills at the expected level for their age in various subjects. Examples from earlier work show that pupils can redraft a poem and change the layout with assistance. In general, pupils make satisfactory progress and reach the expected level for their age by the end of Key Stage 1.

117. When given appropriate tasks, the pupils are keen and show positive attitudes towards using

information and communication technology. They work well on their own and in pairs, and help each other well. The pupils behave well even when working without the teacher's direct supervision. However, when given low level tasks, the pupils rapidly lose interest.

118. At Key Stage 2, where the teachers give more direct teaching of information and communication technology, the teaching is satisfactory. At Key Stage 1, no direct teaching of information and communication technology was observed, although pupils use computers in lessons in other subjects. In general, the main strengths of the teaching at Key Stage 2 are the carefully planned activities which link well with other subjects, and at times contribute well to literacy. The classroom assistants are used well. The teachers' organisation and teaching strategies are sound, making use of the one or two computers available to them in each class, and taking opportunities to give short periods of direct instruction. However, in some lessons, the amount of direct assistance the pupils receive is insufficient and their progress slows. Some teachers show good subject knowledge and appropriate expectations, but others lack knowledge of information and communication technology and do not make good use of the equipment available. The teachers are supported by a good policy which ensures that the curriculum meets requirements. Information and communication technology is a priority for development in the coming year with a carefully devised plan intended to provide more up-to-date resources and raise standards.

119. The last inspection report indicated that standards met expectations. These standards have been maintained at Key Stage 1, but standards at Key Stage 2 have not been maintained at expected levels.

#### · **Music**

120. Evidence from the few lessons seen, from assemblies and from discussions with pupils and teachers, indicates that the pupils at Key Stage 2 achieve standards that are below expectations for their age. The pupils at Key Stage 1 achieve the expected standards for their age and make satisfactory progress. In assemblies the pupils sing tunefully, expressively and with good diction. They perform songs in two and four parts with a sense of style and awareness of others. In a Key Stage 1 lesson observed, the pupils demonstrated good control of instruments and sense of pulse when accompanying their songs. In lessons they made good progress in the development of singing and co-ordination skills as a result of appropriately structured and varied tasks. The pupils at Key Stage 2 recognise differences in pitch and duration and are developing formal notation skills. However, their musical vocabulary and knowledge are variable and although they often make satisfactory progress in lessons, there is a lack of continuity in the planned work and progress at Key Stage 2 overall is unsatisfactory over time.

121. The pupils' attitude to music is positive. They have good listening skills and enjoy practical music making. Their behaviour is generally good, particularly when lessons are well paced and tasks are varied.

122. The teaching is sound overall, but varies from good to unsatisfactory. The characteristics of the good teaching observed include good organisation of resources, ensuring that each pupil has an appropriate instrument to play and stimulating and varied tasks to reinforce the selected skills for the lesson. Where teaching is unsatisfactory, weaknesses are largely the result of inadequate subject knowledge, low expectations and inappropriate teaching strategies which fail to engage pupils' interest and ensure active participation. Music is used effectively in assemblies. Extra-curricular activities have a positive impact on pupils' learning. These include recorder and music ensembles. Thirty pupils receive instrumental tuition in keyboard, wind, strings and guitar. However, there is no scheme of work to assist teachers in their planning and ensure sound progress from year to year.

123. The last inspection reported that standards were 'consistently above average' and the teaching 'good or very good'. The inspectors found that the quality of teaching has not been maintained at these high levels and that the high standards of attainment have not been maintained.

## · **Physical Education**

124. In the lessons in gymnastics and dance observed during the inspection, the pupils at both key stages attained the expected standards for their age. For example, in dance, the Key Stage 1 pupils copied a range of actions developing good rhythmic and co-ordination skills and spatial awareness. They used appropriate body shape and facial expression, for instance in a dance about bears. The pupils at Key Stage 2 move expressively and respond imaginatively, linking shapes into sequences and performing in unison. They have good observational skills and plan their work carefully. In 1999 all Year 6 pupils left the school able to swim, but not all achieved the expectations for their age. The pupils make satisfactory progress at both key stages, particularly in lessons where clearly structured tasks allow them to reflect upon and improve their performance. However, in some lessons, the pupils were capable of achieving more complex and extended work.

125. The pupils behave and respond well in their lessons. They work well together to refine their ideas and are keen to demonstrate their work. For example, in a Year 4 gymnastics lesson, the pupils demonstrated sensitive and imaginative work with a partner.

126. The teaching is sound overall, but ranges from good to unsatisfactory. Good teaching is characterised by lively warm-up routines, effective demonstration, teacher interaction and careful questioning to reinforce understanding. Weaknesses in some lessons include slow pace and inappropriate time spent on pupil evaluation.

127. The last inspection reported that standards of attainment were average and the teaching was sound. These standards have been maintained.

## · **Religious Education**

128. No religious education lessons were seen at Key Stage 1 during the inspection and only a few at Key Stage 2. Based on the evidence seen in these lessons, the scrutiny of the pupils' work and the teachers' plans, together with discussions with pupils, standards of attainment are at the levels expected for the agreed syllabus. Pupils of all abilities, including those with special educational needs, make satisfactory progress and in many lessons they make good progress. The school meets the requirements of the Somerset Agreed Syllabus. For example, at the end of Key Stage 1 pupils have an appropriate knowledge of Bible stories from the Old and New Testament and produce some sensitive writing about their own and other people's feelings. They talk enthusiastically about Diwali and are able to retell stories about Hindu gods. In Year 3, pupils visit Glastonbury Abbey and their writing demonstrates genuine spirituality and depth of feeling. The pupils build on this in Year 5, discussing friendship with their peers using powerful and emotive language without embarrassment. At the end of Key Stage 2, the pupils work on prayer and the life and times of Jesus. They study Islamic beliefs and festivals, showing empathy with Muslim children.

129. The pupils respond well in lessons and are keen to answer questions. They are willing and confident to share their thoughts and feelings with one another. They are well behaved and collaborate effectively.

130. The quality of teaching overall is good and has improved since the last inspection. The teachers have clear objectives and a good subject knowledge. They know their pupils well and encourage them to explore their feelings in a sensitive manner. The teachers exert good control and discipline and have a good relationship with the pupils. In the best lesson there were very good opportunities for social and moral development, and the development of speaking and listening skills, as the pupils discussed their feelings, making very effective contributions to the development of literacy skills. Since the last inspection, the teaching of religious education has improved and standards have been maintained.

## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

131. The inspection took 14 inspector days and was carried out by five inspectors under the leadership of R Cory. During the inspection 46 lessons or parts of lessons were observed and more than 13 hours were spent examining pupils' work outside lessons. The work covered the full range of abilities and year groups. In addition, nearly two hours were spent discussing work with pupils outside lessons, nearly three hours were spent listening to pupils read, over 2 hours were spent observing assemblies and registrations. Teacher planning, records and the full range of school policies and other documentation were also scrutinised.

132. Discussions were held with the headteacher and other teaching and non-teaching staff totalling over eight hours. Meetings were also held with members of the governing body. Prior to the inspection, a meeting was held between the lead inspector and 13 parents from the school and, in addition, 88 parents returned the questionnaire.

### DATA AND INDICATORS

#### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y7	194	2	35	9

#### Teachers and classes

##### Qualified teachers (YR – Y7)

Total number of qualified teachers (full-time equivalent):	8.4
Number of pupils per qualified teacher:	23

##### Education support staff (YR – Y7)

Total number of education support staff:	8
Total aggregate hours worked each week:	119

Average class size:	28
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## Financial data

Financial year: 

1999
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	£
Total Income	310,174
Total Expenditure	306,469
Expenditure per pupil	1,613
Balance brought forward from previous year	1,589
Balance carried forward to next year	5,294

## PARENTAL SURVEY

Number of questionnaires sent out:  
Number of questionnaires returned:

194
88

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	27	68	4	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	55	2	2	1
The school handles complaints from parents well	10	62	25	1	2
The school gives me a clear understanding of what is taught	21	66	9	4	0
The school keeps me well informed about my child(ren)'s progress	30	57	9	3	0
The school enables my child(ren) to achieve a good standard of work	31	60	7	0	1
The school encourages children to get involved in more than just their daily lessons	31	55	9	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	55	6	13	0
The school's values and attitudes have a positive effect on my child(ren)	36	58	5	0	1
The school achieves high standards of good behaviour	26	60	12	2	0
My child(ren) like(s) school	39	54	2	4	1

### Other issues raised by parents

At the parents' meeting the parents were very supportive of the school. At the meeting they expressed concern about the size of the reception class, the arrangements for homework, the decision to charge for some out of school activities and the extent to which teachers had a good knowledge of pupils individual difficulties.