

# INSPECTION REPORT

**Castle Cary Primary School**

Castle Cary

LEA area: Somerset

Unique Reference Number: 123640

Headteacher: Mr P Thomas

Reporting inspector: Mrs H Bonser

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> September 1999

Under OFSTED contract number: 707744

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:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Park Street Castle Cary Somerset BA7 7EH
Telephone number:	01963 350520
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Andrew Knight
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Hilary Bonser, Registered Inspector	English Religious education History	Attainment and progress Teaching Curriculum and assessment
Mary Bebo, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and welfare Partnership with parents and community
Jackie Johnson	Mathematics Information technology Art Music Special educational needs	Spiritual, moral, social and cultural development Staffing, accommodation and resources
Sam Saunders-Singer	Under-fives Science Design technology Geography Physical education	Leadership and management Efficiency

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## MAIN FINDINGS

### What the school does well

- Standards in English, mathematics and science have improved steadily over the last two years.
- Teaching is good or better in three-fifths of lessons; it is very good in a quarter of them.
- Relationships are excellent between pupils and all adults who work with them.
- Pupils behave very well; their personal development is very good.
- The school makes very good provision overall for pupils' spiritual, moral, social and cultural development; it implements its aims and values very well.
- The school is well-led and staff work together very well.
- There is good provision and teaching for children under five years of age.
- The school makes very good of the use of the money made available to it and provides good value for money.

### Where the school has weaknesses

- Standards are low in information technology.
- The quality of marking is inconsistent.
- Subject co-ordinators do not have sufficient opportunities to monitor the teaching of their subjects.
- There are inconsistencies in the quality of weekly planning.

**The many strengths of the school outweigh the weaknesses. The governors' action plan will set out how these are to be met. The plan will be sent to all parents or guardians of pupils at the school.**

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

The school has made sound progress in overcoming the weaknesses pointed out in its last inspection in 1996. The good quality of education has been consolidated overall, while the quality of spiritual, moral, social and cultural education continues to be very high. The amount of good and very good teaching has increased further and there is now very little that is unsatisfactory. There has been a considerable improvement in the effectiveness of long-term planning. All statutory requirements are now met. The role of the subject co-ordinators has been enhanced since the previous inspection, but is not yet fully developed. In addition to this, the school has introduced a number of well-focussed strategies, which are making a significant contribution to the improving standards in English, mathematics and science. The shared sense of direction and determination to continue to raise standards is underpinned by challenging targets and good teamwork; the school is well placed to secure further improvements.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	C	C
Mathematics	C	D
Science	D	E

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The information shows that, when compared with all schools nationally, standards are average in English and mathematics, but below average in science. When compared with similar schools, standards are average in English, below average in mathematics and well below average in science. This was a marked improvement from the results of

the previous year. The results of the 1999 National Curriculum tests show a continuing improvement in the number of pupils both meeting and exceeding the expected standards. Inspection evidence confirms this picture of improving standards in these subjects. Standards in religious education meet the expectations of the locally Agreed Syllabus. However, by the age of eleven pupils do not meet the expected standards in information technology. By the age of five the majority of children achieve the expected levels in all areas of learning.

### Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Satisfactory
Science		Satisfactory	Very good
Information Technology		Insufficient evidence	Very good
Religious education		Satisfactory	Good
Other subjects	Good	Satisfactory	Good

Teaching is good or better in three-fifths of lessons and very good in a quarter of them. Only one unsatisfactory lesson was seen during the inspection. The teaching of children under five is consistently good. It is good overall for seven to eleven year olds. This has a clear impact on the improving standards of the pupils' work, the satisfactory progress they make over their time in school, and the good, and at times very good progress, they make in many lessons .

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

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good throughout the school, both during lessons and at play; a strength of the school.
Attendance	Good; very little unauthorised absence. Pupils are punctual and lessons begin promptly.
Ethos*	Very good; the school puts its aims and values into practice very well. Pupils are interested in their work. Relationships are excellent. A strong commitment to raising standards further.
Leadership and management	Good leadership by the headteacher, ably supported by the deputy headteacher. Very good teamwork among all staff. Governors are active and energetic in support of the school.
Curriculum	Good; well-balanced and broad. Enriched by a good variety of visits and visitors.
Pupils with special educational needs	Good provision; pupils have clear, achievable targets and are supported very well.
Spiritual, moral, social and cultural development	Very good provision overall – a strength of the school.
Staffing, resources and accommodation	Satisfactory overall; support staff make a valuable contribution to pupils' learning. Good arrangements for professional development.
Value for money	Good.

*\*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>• They are welcomed and encouraged to play an active part in school life.</li> <li>• Staff are approachable and responsive to their views and concerns.</li> <li>• The school's aims and values have a positive effect on their children.</li> <li>• Their children like coming to school.</li> <li>• They are generally satisfied with the standards of work their children achieve.</li> <li>• There is a secure, happy atmosphere with good relationships.</li> <li>• They are well informed about their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• They do not always have a clear idea of what is taught.</li> <li>• Some inconsistencies in the amount of homework.</li> <li>• The limited range of extra-curricular activities.</li> <li>• The poor behaviour of a few pupils.</li> </ul>

Inspectors' judgements support the many positive views parents have about the school. Evidence shows that the information they receive about the curriculum is limited in some respects. The school's homework policy is generally applied consistently. There is a very good number of sporting extra-curricular activities, but the range is limited beyond this. No examples of poor behaviour were seen during the inspection.

## KEY ISSUES FOR ACTION

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education still further:

- Raise standards and improve the progress of pupils in information technology by:-\*
  - Continuing to implement fully the new scheme of work throughout the school.
  - Increasing the planned use information technology across the whole curriculum.
  - Improving the skills and confidence of all staff in teaching all aspects of the subject in order to maximise its use in supporting other areas of the curriculum.
 (see paragraphs 13, 87, 95, 99, 104, 114, 134)
  
- Improve the quality and consistency of marking by:-
  - Reviewing the policy and ensuring it is implemented consistently.
  - Ensuring that all work is marked regularly and used to help pupils improve their work in relation to its main objectives.
 (see paragraphs 31, 82, 90, 98)
  
- Continue to develop the role of subject co-ordinators by:-
  - Providing regular structured opportunities for them to monitor the teaching and to model their expertise.
 (see paragraphs 55, 83, 98, 110, 114, 130,134)
  
- Improve the consistency and quality of weekly planning to that of the best practice in the school by:-
  - Ensuring learning objectives are clear for all lessons.
  - Ensuring planning includes how work will be adjusted for pupils of differing abilities.



- Extending to all subjects the existing examples of good practice with regard to the evaluation of planning and the use of the assessment information to adjust subsequent planning.

(see paragraphs 31, 36, 37, 90, 109, 113, 129)

In addition to the above, the following points for development should be considered for inclusion in the action plan:-

- Improve the quality of outdoor play provision for children under five years of age. (see paragraphs 61, 73)
- Provide regular opportunities for teachers to moderate examples of pupils' work in relation to national standards. (see paragraph 37)
- Review the nature of the information sent out to parents about the curriculum. (see paragraphs 49, 50)

*\*The school has already identified this area for development.*

## **INTRODUCTION**

### **Characteristics of the school**

1. Castle Cary Primary School is situated in the small rural town of Castle Cary. The number of pupils attending the school has dropped slightly to 181 from 186 at the time of the previous inspection. It is smaller in size than some primary schools and has 26 more boys than girls overall. Pupils are admitted to the school, on a part-time basis initially, at the beginning of the school year in which they have their fifth birthday. They usually attend full time after the first three weeks and are taught in the Reception class. At the time of the inspection 30 children were attending school on a part-time basis, 29 of whom were not yet five years of age. The school is organised into seven single age classes.
2. The school draws its pupils mainly from the town. They come from a wide variety of backgrounds. About 9 per cent of pupils are known to be entitled to free school meals, which is below average. Very few pupils speak English as their second language or come from ethnic minority backgrounds.
3. Pupils' attainments are broadly average on entry to school, although there is a wide range of ability. There are 42 pupils on the register of special educational of needs, which is slightly above average. Three pupils have Statements of Special Educational Need, which is broadly average.

### **Summary of the school's aims**

4. The vision statement of the school sets out the characteristics it seeks to embody. These include shared goals, collegiality, continuous improvement, risk taking, mutual respect, celebration and humour. A photographic display in the entrance hall illustrate how these are evident in the everyday life of the school.

### **Current priorities**

5. The school intends to both maintain and improve upon the attainment and progress made over the last two years, particularly in the core subjects of English, mathematics and science. This is to be supported by continuing to increase the effectiveness of teaching and learning in the classroom, through a number of practical strategies. The school also recognises the importance of maintaining a broad and balanced curriculum when implementing the revised National Curriculum in September 2000.

## 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
1998	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	13	15
	Girls	14	12	14
	Total	27	25	29
Percentage at NC Level 2 or above	School	82(86)	76(76)	88(95)
	National	80(80)	81(80)	85(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	15	16
	Girls	14	14	15
	Total	28	29	31
Percentage at NC Level 2 or above	School	85(86)	88(95)	94(95)
	National	81(80)	85(84)	86(85)

Percentages in parentheses refer to the year before the latest reporting year

### 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
1998	12	20	32

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	8	6
	Girls	15	11	13
	Total	19	19	19
Percentage at NC Level 4 or above	School	59(47)	59(32)	59(37)
	National	65(63)	58(62)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	6	6
	Girls	16	11	13
	Total	21	17	19
Percentage at NC Level 4 or above	School	66(42)	53(37)	59(37)
	National	65(63)	65(64)	72(69)

## Attendance

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

		%
Authorised	School	4.5
Absence	National comparative data	5.7
Unauthorised	School	0.1
Absence	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	23
Satisfactory or better	98
Less than satisfactory	2

Percentages in parentheses refer to the year before the latest reporting year

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

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

#### **Attainment and progress**

6. Children's attainment on entry to the school as shown in the baseline assessment is broadly average. It shows a full range of ability, with some higher attaining children, but also a small number who enter the school with significantly lower attainment in the area of language and literacy. At the time of the inspection, pupils were in their second week of part-time schooling. Teachers' expertise and the impact of their good and very good teaching in Reception results in children making very good progress during this early stage of their school experience in settling and socialising and sound progress in all other aspects of their learning to date. They respond well, show interest in their work and co-operate happily with their teacher and each other. They enjoy stories and recognise their names and some rhymes. They are beginning to write their names legibly. In mathematics most children can sort and classify everyday objects and some count to five and recognise numbers up to ten. By the time they are five, the majority of children attain standards, which meet those expected for their age in all the areas of learning.
7. Results from the 1998 National Curriculum tests and assessments at the end of Key Stage 1 show that the proportion of pupils reaching the expected standards is close to average in reading and mathematics, below average in writing, and above average in science. The number of pupils exceeding these standards varies between subjects; it is close to average in writing and science, below average in mathematics and well below average in reading. In comparison with similar schools the results are below average in writing and mathematics and well below average in reading. However, results from the 1999 National Curriculum tests and assessments show a considerable improvement in the proportion of pupils meeting the expected standards in writing and in those exceeding the expected levels in reading and mathematics.
8. In the 1998 National Curriculum tests at the end of Key Stage 2, the proportion of pupils reaching the expected standards for eleven-year-olds is close to average in English and mathematics and below average in science. The number of pupils exceeding these standards is close to average in English and mathematics and below average in science. In comparison with the average scores of schools nationally, these results overall are average in English, below average in science and well below average in mathematics. These results showed a marked improvement from those of 1997. Compared with schools of a similar type, standards at the age of eleven are average in English, below average in mathematics and well below average in science. Results taken over the last three years are close to average in English, well below average in mathematics and science. The difference in performance of boys compared to girls is lower than that found nationally. The results of the 1999 National Curriculum tests show a further improvement in the number of pupils meeting the expected standards in all three subjects.
9. Inspection evidence, which is based on a wider range of work than is included in the tests, confirms this positive picture of improving standards. Factors contributing to this include further improvements in the quality of teaching and in some aspects of the curriculum, leadership and management since the last inspection, together with the increasing impact of school initiatives to raise standards. Good examples of these are the introduction of some specialist subject teaching in Key Stage 2 and well-planned strategies to improve reading and writing. Standards are now broadly in line with the expected levels in all subjects except in information technology, where they are well below national expectations. The school has already identified this as a weakness and has begun to address it effectively. The school has set appropriately challenging targets to raise standards further in English, mathematics and science. Standards are broadly similar to those described in the previous report except in information technology, where they have fallen.
10. In English, standards meet the expected levels at the end of both key stages. Pupils of all abilities make satisfactory progress overall as they move through both key stages. Pupils in Key Stage 2 in particular often make good, and at times very good progress in lessons as a result of good specialist teaching and well-planned work, as well as the increasing impact of the whole school focus on developing group reading and non-fiction writing. However, these have not yet impacted fully on pupils' progress over time. Most pupils meet the national expectations in speaking and listening at the end of both key stages. They make satisfactory progress. By the age of seven, they listen well to their teacher and to each other. They begin to ask relevant questions and contribute appropriately in oral work. By the age of eleven, pupils present their ideas clearly and confidently, offering reasons for their opinions. They have many opportunities to extend their skills through well-led discussion and group work in all subjects. Standards in reading meet the

expected levels at the end of both key stages and pupils make sound progress. By the age of seven, they use a variety range of strategies to establish meaning and read with reasonable accuracy and fluency. By the age of eleven, pupils read a wide range of books independently and with some expression. They develop good research and information retrieval skills as a result of a consistent approach to the teaching of these. In writing, standards meet national expectations at the end of both key stages. Pupils make satisfactory progress overall. By the end of Key Stage 1, pupils write in simple sentences, with reasonably accurate spelling. They begin to include relevant detail and some re-tell stories and events fluently. By the time they leave the school, pupils' writing is well organised and neatly presented. They write in a good variety of forms and for different audiences. However, some pupils do not use more complex sentences confidently or fully extend their ideas. Pupils are given frequent planned opportunities across the curriculum to both practise and extend their literacy skills. These also provide good support for their learning and progress in other subjects. They use their research skills well, for example, when studying the Second World War in history and to record their observations in science.

11. Standards in all aspects of mathematics, including numeracy, meet national expectations at the end of both key stages. Pupils make satisfactory progress overall. By the age of seven most pupils have a good knowledge of the appropriate language of mathematics, are able to add and subtract numbers up to ten with accuracy and identify numbers between ten and a hundred, understanding the relative sizes of these. Some more able pupils at the beginning of Year 2, understand place value of numbers up to one hundred. By the age of eleven most pupils can add and subtract numbers up to a hundred, multiply whole numbers by ten and understand decimal notation, particularly with reference to money. Higher attaining pupils understand more complex relationships between numbers, for example in multiplication. Pupils make satisfactory use of their numeracy skills in other subjects. A good example of this was seen in history, where pupils analysed and interpreted a graph about the increase in the number of cars.
12. Standards in science are broadly in line with the expected levels at the end of both key stages. Pupils make satisfactory progress overall in both key stages. They make good progress in carrying out investigations and experiments. In Key Stage 2, pupils make good progress in many lessons as a result of good and often very good teaching. They apply their knowledge and understanding well, for example in experiments with electrical circuits. They make detailed and accurate observations. Their literacy and numeracy skills contribute positively to their progress and attainment.
13. Standards in information and communications technology are below national expectations at the end of Key Stage 1 and well below average by the age of eleven. Progress overall is unsatisfactory in both key stages. The significant improvements brought about in the quality and teaching of the curriculum through the hard work and good management of the recently appointed co-ordinator have not yet fully impacted on the progress pupils make through the school. However, in some lessons pupils now often make good, and at times very good progress. By the age of seven, pupils use simple word processing skills with support and improve their mouse control and keyboard skills. By the end of Key Stage 2, the pupils' attainment is limited, as they have had insufficient access as yet to aspects of the subject, such as control, monitoring and modelling. In general, the use of information technology across the curriculum is not fully exploited.
14. In religious education the majority of pupils meet the expectations of the locally Agreed Syllabus by the end of both key stages and make satisfactory progress through the school. They develop a reasonable understanding of Christianity and other faiths. A strong feature is their confidence and clarity in expressing their ideas about a wide range of values and moral issues and their thoughtful response to the views of others and the frequent opportunities for quiet reflection.
15. Pupils make satisfactory progress in art, design technology, history, geography and in music in both key stages. In physical education they make satisfactory progress in Key Stage 1, but good progress in Key Stage 2, largely as a result of the good and often very good teaching. A very wide range of extra-curricular sporting activities enhances progress and also enables pupils to take part in inter-school matches and competitions.
16. Pupils with special educational needs make sound progress overall in relation to their prior attainment. Tasks are generally well matched to their needs and they are well supported with their work in classrooms and when they are withdrawn for extra support. Consequently in many lessons they make good progress towards their identified targets. Higher attaining pupils make satisfactory progress overall. In English and science lessons in Key Stage 2 they often make good progress in response to stimulating and challenging teaching. This is an improvement from the previous inspection, when it was noted that there was some under-achievement by higher attaining pupils. In the lessons and the past work seen during the inspection, no

evidence was noted of any significant difference in the attainment and progress of boys compared to that of girls, nor of their interest and response in class. The school has taken effective steps to address this issue by, for example, the use of male role models to support reading and the literacy hour.

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

17. Pupils throughout the school respond well in lessons. Almost all lessons observed showed a sound response from the pupils and nearly nine-tenths of lessons were good or very good in this respect. In a fifth of the lessons, the pupils showed responses of particularly high quality. The school has successfully maintained the high standards pupils showed in the last inspection.
18. Children under the age of five have settled very well into the school environment in only their second week of attendance. They show increasing confidence and self-respect and behave well in learning and playing situations. They are secure and happy in the hall, the playground and their classroom. They respond well to the class teachers and their assistants as well as to the frequent opportunities to develop their independence.
19. The pupils show good attitudes towards their learning. They arrive in lessons prepared to work, settle quickly and apply themselves well to the task in hand. They are keen to learn and pupils show a high level of interest and enjoyment in their lessons. Pupils of all abilities are usually able to sustain good concentration, even when there is no direct teacher intervention. For example, this is particularly evident during the group based part of literacy hour, when pupils work responsibly on their own, concentrating well on their reading and writing tasks. Pupils listen attentively to their teachers' instructions. They are confident and enthusiastic in offering ideas and suggestions in response to questions and are keen to contribute to discussion. The pupils develop their capacity for personal study as they move through the school. For instance, in a Year 5 history lesson introducing World War II, the pupils responded well to the idea of independent research work.
20. Overall, the pupils' behaviour is very good. All pupils follow the school's code of conduct, which is based on respect, courtesy and kindness to all people at all times. The school functions as a very calm, orderly and secure environment that is conducive to learning and personal development. Pupils behave very well in the playground and around the site. Generally, they behave well in lessons, although on occasions there is a little restless behaviour in class. Pupils are also complimented on their very high standards of behaviour when representing the school off-site, such as on school trips. They are very polite, friendly and helpful to each other and to adults and are trustworthy, for example, when carrying out jobs. The pupils show respect for property and are careful, for instance, when handling books and expensive computer equipment. There is no evidence of graffiti or litter. No bullying or harassment was seen during the inspection. There are no exclusions, which reflects the school's great efforts to support pupils and resolve problems without resorting to this sanction.
21. Relationships between the pupils and with the staff are excellent and this is a significant strength of the school. The pupils show real care and concern for each other. They offer very good support to each other in class and work well together in mixed gender groups and paired activities, sharing resources and ideas willingly. Boys and girls play well together in the playground. Pupils' relationships with both teaching and support staff are warm and friendly. They know they are valued and cared for and there is a high level of mutual respect. Pupils recommend each other and staff for the Well Done Book which is read out in the weekly celebration assembly, and this is a good example of the very high quality relationships which are found at all levels in the school.
22. The pupils' personal development is very good. Teachers encourage independent learning from the beginning and throughout the school pupils consistently show good initiative and respond in a mature way. Pupils listen quietly and carefully to their peers' ideas and thoughts in lessons, and show great respect and sensitivity for each other's feelings, values and beliefs. A good example of this was seen in a Year 4 personal and social education lesson on helping the children to understand the feeling of sadness associated with loss. Pupils are keen to take responsibility with routine classroom tasks and readily volunteer to help. There is increasing scope for pupils to take responsibility and show initiative as they become older, for example Year 6 pupils contribute to the smooth running of the school. Older pupils help with younger ones, for instance at lunchtime when the children eat in family groups. The pupils' personal development is also enhanced by their contributions to the life of the community, for example the youngest pupils visit the elderly in sheltered accommodation, while older pupils distribute harvest produce locally.

## **Attendance**

23. Attendance levels at the school are good and are above the national average. Unauthorised absence is below average. The school has successfully maintained the high levels of attendance since the last inspection. Punctuality is very good and pupils almost always arrive at school on time. Lessons achieve a prompt and efficient start so that no teaching time is lost.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

24. The quality of teaching is good overall and is a strength of the school. It is good or better in three-fifths of lessons and very good in a quarter of them. Only one unsatisfactory lesson was seen. This shows an improvement in the quality of teaching noted in the previous inspection. Factors that have contributed to this improvement include effective support for less experienced staff and the good use of teachers' expertise through the introduction of some specialist subject teaching for pupils in Years 4 to 6. This has a clear impact on the good progress pupils make in many lessons, their positive attitudes towards learning and improving standards. This is particularly noticeable in English and science where teaching overall is good, with a significant proportion that is very good. Examples of good teaching were seen in all classes and across almost all subjects. Teaching overall is good in physical education and geography and satisfactory in mathematics, religious education, art, design technology and music. There was insufficient evidence to make overall judgements on the teaching of information technology and history.
25. The quality of teaching for children under five is consistently good, and often very good, across the teaching of all areas of learning. It contributes significantly to the ease with which the children are settling into school. The teachers have a very good understanding of the children's needs and share this effectively with all adults working in the classroom. They provide activities that are well matched to the needs of the children and capture their interest. Children are very well managed and are expected to develop their independence by, for example, registering themselves in the morning. All adults working with the children assess them well during lessons and record their observations. The teachers take good account of these to ensure that tasks are matched carefully to what the children need to learn next.
26. The quality of teaching in Key Stage 1 is consistently sound across all lessons and good in a fifth of them. In a well taught mathematics lesson in Year 1, for example, the teacher displayed enthusiasm and enjoyment of mental arithmetic to enthuse pupils effectively. She supported well-matched group activities well, through brisk, perceptive questioning and well-chosen resources, in a way that extended the skills of pupils of all abilities and helped them to make good progress. There is no significant variation in the quality of teaching in the subjects seen. No lessons were observed in history, geography or design technology.
27. In Key Stage 2, teaching is good or better in three-quarters of lessons and very good in a third of them. Examples of very good teaching were seen in science, English, information technology, geography and physical education. In an English lesson in Year 4 comparing different openings for stories, a key feature of the very good teaching was the skilful questioning used to enable pupils make links with previous learning. The teacher challenged their responses very effectively to help them explain and extend their ideas further. She modelled the re-drafting of introductory sentences very well, which helped pupils to improve their work and make very good progress towards the clearly explained objectives for the lesson. This, together with very effective classroom management, enabled pupils to meet the high expectations of the standard of work and contributed to the very good teaching. In a science lesson for older pupils, the teacher led a discussion about pure and impure water very skilfully, building effectively on their prior knowledge to consolidate and extend their thinking. She used very good knowledge of the subject well to help pupils make good progress in their skills of setting up and organising experiments. Teaching in Key Stage 2 is satisfactory in mathematics, art, design technology and music. In a mathematics lesson where teaching was unsatisfactory, the introduction was too long and the pace too slow for pupils to sustain concentration. A poorly designed work sheet was not well-matched to the differing needs of the pupils.
28. Pupils with special educational needs are well-taught and supported by class teachers, support staff and the co-ordinator. The emphasis is on supporting pupils in class where possible, where their activities are generally more appropriate for their needs than at the time of the last inspection. When withdrawal is necessary for specific focussed help, good teaching and support is provided. Targets identified in individual

education plans are clear and achievable and generally used well to inform teaching strategies. This helps pupils to make sound progress. The very good communication between class teachers, special needs assistants and the special educational needs co-ordinator also contributes significantly to this.

29. Teachers are working hard and successfully to implement the school's literacy strategy. They have developed a consistent and effective approach to the implementation of school strategies to improve standards in particular aspects of reading and writing, in addition to the careful planning and teaching of the literacy hour. A good example of this is their planned use of subjects such as history, to develop pupils' skills in non-fiction writing and research skills. This has a positive impact on the progress pupils make as they move between classes. Teachers focus appropriately on developing pupils' numeracy within mathematics lessons, especially through their emphasis on mental arithmetic. Teachers also make good use of opportunities in other subjects, such as science, history, and geography, for pupils to practise and extend their numeracy skills.
30. In many lessons across the school there are strong features which create the very good working environment and contribute to the positive attitudes to learning which pupils have and the good progress they make in many lessons. Teachers manage pupils very well, developing secure and extremely positive relationships with them. They value pupils' ideas and help them to develop their skills and confidence in articulating them. Skilful questioning is used well to develop pupils' understanding and challenges individuals at an appropriate level. They share clear learning objectives for lessons effectively with pupils. This gives a good sense of purpose. They have high expectations of the quality of work and behaviour. Good classroom management and the fostering of independence and personal responsibility in the way their pupils work underpin this. Teachers place consistent emphasis on the correct use and understanding of subject specific vocabulary. Teachers in Key Stage 2 in particular, have good knowledge of the subjects they teach, especially in English and science, which enables them to use questioning and intervention very effectively to extend pupils' knowledge and understanding. In these subjects and in mathematics there are some good examples of teachers evaluating their weekly and daily planning and assessing pupils progress against clearly stated learning objectives. They make good use of this to adjust subsequent lessons to meet the differing needs of their pupils more closely. Homework is given regularly as indicated in the policy and provides satisfactory support for classwork.
31. Within this positive picture, in some lessons there are less effective features. While teachers have a consistent approach to half-termly planning and to good detailed weekly lesson planning in, for example, English and mathematics, in other subjects it is sometimes no more than a list of activities. This results in some lessons, where there is less rigour and sense of purpose, with work that is matched less well to the needs of the pupils. Although all teachers provide some helpful verbal feedback in lessons, there is considerable variation in the quality and frequency of marking and there are few written comments to indicate how pupils might improve their work.

### **The curriculum and assessment**

32. The school provides its pupils with a good, broad, well-balanced curriculum. It is enriched by the regular use of a good variety of visitors such as drama groups, authors and members of the local community. A good range of visits, including those to the Bristol Exploratory, Wells Cathedral and a residential trip Kilve Camp for pupils in Year 6, help to provide a relevant setting for the pupils' learning. Appropriate emphasis and well-used time is given daily to developing literacy and numeracy skills. A particular strength is the well-planned and successful use of some subjects, such as history, to promote the development of research and non-fiction writing skills. The curriculum also provides good opportunities for pupils to develop independence, to make choices and to take responsibility. It promotes the personal, spiritual, moral, and social development of its pupils very effectively and makes a significant contribution to their positive attitudes to learning.
33. The school now meets requirements for all subjects of the National Curriculum and for religious education. It has recently addressed the imbalance in information technology noted in the previous inspection. Sex education is taught according to the agreed policy and some attention is given to drugs education. Useful curricular links, especially in information technology and physical education, with the local secondary school and the effective emphasis on personal development combine to prepare pupils well for the next stage of their education. Provision for children under five is good and is a strength of the school. It is very relevant to their age, providing good opportunities for practical tasks and to develop independence. Good planning is linked well to the six areas of learning and leads to a seamless transition into the National Curriculum.



34. Extra-curricular opportunities are satisfactory overall. Staff show considerable commitment in providing a good number of both competitive and friendly sporting extra-curricular opportunities, although the range of activities beyond these are limited. Clubs include those for football, netball, cross-country, basketball, choir and recorder. Some pupils learn to play a musical instrument and many pupils to take part in regular concerts and local events.
35. Provision for pupils with special educational needs is good. All requirements of the Code of Practice are fulfilled. Pupils on the register have appropriate individual education plans, which provide clear and achievable targets. The co-ordinator for special educational needs works closely with class teachers and support staff to monitor, review and update these targets regularly. All teachers are fully aware of the needs of all pupils and these are reflected in lesson plans. Higher attaining pupils are generally offered tasks matched to their needs. They are particularly well challenged in English and science. Some attend the days for more able pupils hosted by the local secondary school, which cover a good range of subjects This is an improvement from the time of the previous inspection. Boys and girls of all abilities have full access to the curriculum.
36. Planning is satisfactory overall across both key stages. There are useful policies and well-structured schemes of work in all subjects. Teachers draw effectively on these in a common approach to their half-termly planning to help pupils build systematically on previous work. They identify clear learning objectives. They have worked particularly hard to ensure that the reorganisation of classes in Key Stage 2 does not adversely affect the continuity or coverage of pupils' learning. The approach to weekly planning, however, is inconsistent. In English, mathematics and science teachers prepare detailed plans. These identify clear learning objectives, which are used to well in most classes to assess pupils' progress, and to adjust subsequent teaching more closely to the differing needs of pupils. In English and science in Key Stage 2 in particular, this contributes to the challenging work given pupils of all abilities and to the good and at times very good progress they make in these lessons. In general this good practice has not yet been extended to other subjects.
37. Assessment procedures and the use of the information produced are satisfactory overall, with some examples of good practice. The results of the baseline assessment and regular on-going assessments are used effectively to match activities to the needs of children under five. Procedures for the early identification and assessment of pupils with special educational needs are good. In Key Stages 1 and 2, annual assessments for all subjects are carried out systematically. In English, mathematics and science these judgements are informed by regular assessments throughout the year. The basis for the judgements in other subjects is less clear. This information is used effectively to record and track both individual and class progress, as well as forming the basis of useful individual records. This is an improvement since the previous inspection. There are some good examples in English, science and mathematics of teachers evaluating their weekly and daily planning and assessing pupils' progress against clearly stated learning objectives. Teachers make good use of this to adjust subsequent lessons to meet the differing needs of their pupils more closely. This good practice is not yet applied consistently across the curriculum. There are few opportunities for teachers to moderate examples of their pupils' work to promote the consistency and accuracy of their judgements across the school in relation to national standards.
38. Analysis of test results and samples of pupils' work is used well to identify areas of weakness in the curriculum and to determine remedial action to raise standards. The successful introduction of consistent strategies to improve reading and writing skills is a good example of this. Good use is also made of all available information in setting targets for improvement at school level and lead to appropriate action at class and individual level to meet them.

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

39. Overall the provision for pupils' spiritual, moral, social and cultural development is very good and the high standard noted in the last inspection has been maintained.
40. The provision for pupils' spiritual development is very good. A daily act of worship is provided by the school through key stage and whole school assemblies and meets the statutory requirements. A calm atmosphere being created at the start of these by the effective use of music played when the pupils enter the hall. The quality of assemblies is generally good, sometimes very good. Visual aids are used very effectively and there is active participation of pupils built into many of the assemblies. Themes are linked with Christian teachings and hymns are sung. The use of quiet reflection is evident and prayers are said

meaningfully, all contributing well to the creating of a special atmosphere during the gatherings. A published scheme is well used as the basis for the themes. Religious education lessons and frequent structured opportunities for discussion and thought, such as candle time and circle time make a very good contribution to pupils' spiritual development. Outside visits to a local church and visits to the school by local clergy also support this. Pupils regularly say a prayer together before lunch and all teachers provide quiet times during the day for pupils to reflect on their own experiences and those of others. Often this is accompanied by music and a very stilling atmosphere is engendered.

41. The provision for pupils' moral development is very good. Pupils have a very good understanding about what is right and wrong. They are taught to think about their actions and have an increasing awareness of their consequences as they move through the year groups. Most pupils, even the youngest, behave with maturity and the ethos of a very caring community is engendered throughout. The head teacher, deputy, class teachers, support and ancillary staff in the school all provide very positive role models for the pupils. All classes develop a set of class rules, for example "Everyone has the right to learn" and these are displayed on classroom walls. Teachers make consistent use of these as a reference point for the behaviour of their pupils. Sensitive handling of pupils by staff and the opportunities for discussion and reflection during circle time and on an individual level enhances the development and echoes the aims of the school very well.
42. Pupils' social development is also very good. Pupils are positive, well behaved, courteous and relate very well to each other and to adults in both formal and informal situations. Pupils' achievements and efforts are recognized informally, by all staff and formally by the effective use of team points for example, and the celebration of effort and achievement in assemblies. Pupils throughout the school are given day-to-day responsibilities in class. Older pupils are given opportunities to take on extra responsibilities, particularly in relation to helping younger pupils, for example by helping as coaches in after-school clubs, and by writing stories and reading them to the younger pupils. The youngest pupils visit the elderly in a local home regularly. Pupils of all ages become more aware of needs in the wider community through their involvement in charity work. The coffee morning held by Year 6 in aid of Cancer Research is a good example of this.
43. Provision for cultural development is satisfactory overall and is supported appropriately through the foundation subjects. Pupils study aspects of the local area and have opportunities to participate in music performances. They participate in a variety of visits for example to Wells Cathedral and the Tutankhamun Exhibition, and welcome a number of visitors with various skills to the school to run special events like sculpture days. Special days are set up by the school too, in order to help pupils understand other times and places. These include an India Day and a Victorian Day. A recent Zambian link is already having a positive effect on pupils' multicultural development. Pupils have access to a satisfactory range of books, which present multicultural elements.

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

44. The school provides good support and guidance for all its pupils, which enhances the quality of life in school and has a positive impact on pupils' standards of attainment. Teachers know pupils very well and show great care and concern for their well being. Pupils with special educational needs are supported very well, both by teachers and support staff, to help them meet the objectives in their individual education plans. The school places a high emphasis on personal and social education which contributes to pupils' very good personal development, including high self-esteem and confidence. Parents and pupils appreciate the support given. The school has successfully maintained the high standards of care and support since the last inspection.
45. The children are given a caring introduction into school through the well-structured induction programme. It is particularly noticeable in only their second week in school how well the children have settled into Reception. Older pupils receive good support in a number of ways for their transfer to secondary school, for example through a variety of visits. The school has good relationships with external support agencies, and these contribute positively to the standards pupils achieve and to the pastoral provision of the school. For instance, the school nurse contributes regularly to the school's provision for health education.
46. There are satisfactory procedures for monitoring the academic progress and personal development of pupils. Teachers maintain their own National Curriculum progress records in all subjects, which are more detailed in the core subjects. Progress in writing, in particular, is also tracked. Class teachers know their pupils well and monitor their personal development through their own detailed knowledge and records. Record keeping for pupils with special educational needs is thorough and up-to-date.

47. The procedures for recording and reporting attendance are good. Registers are completed carefully and monitored weekly. Procedures for following up any unauthorised absences are thorough. Measures to promote discipline and good behaviour are very effective. There is a clear code of conduct and recently updated positive behaviour and anti-bullying policy to which parents contributed. All staff adopt a very consistent approach to encouraging good behaviour. Both whole school and innovative class based reward systems contribute to recognising the worth and value of every pupil in the school, which they appreciate. Pupils do not consider bullying an issue in school. They are happy to tell staff of any minor incident and are confident that the matter will be handled appropriately.
48. Arrangements for child protection are sound and all staff are well aware of the procedures to be followed. Overall, the school has satisfactory arrangements for promoting the health and safety of pupils through safe working practices. Fire drills are carried out periodically and fire, electrical and educational equipment is regularly checked for safety. Arrangements for dealing with accidents and illness are very efficient and several members of staff are qualified in first aid. However, there are no formal procedures for carrying out regular risk assessments of the school environment.

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

49. The school works in close partnership with parents and the community, which has a positive influence on pupils' attainment and personal development. The positive links identified in the previous inspection have been maintained and there has been an improvement in the annual reports to parents. The parents as a whole are highly satisfied with the provision the school makes for their children. Of those who returned questionnaires, all issues had more than 50 per cent agreement and none had more than 20 per cent disagreement. In particular, most parents agree that the school is approachable and that their children like the school. Their main concern is not having a clear understanding about what is taught. Inspectors agree with their concern.
50. Parents' involvement in the school is good and they feel very welcome. They find it very easy to approach staff to discuss any questions or problems regarding their children. A good number of parents and volunteers make an important contribution to standards through help with school activities and also with projects to improve the environment, such as the garden area. The school is supported in its work by the active parent teacher association, which organises social and fundraising events and generates significant funds to enhance the school's facilities. Parental opinion is sought through questionnaires about aspects of the school's work, such as formulating the home school agreement. Parents are encouraged to become involved in their children's learning, particularly reading, and they make good use of the home-school reading diaries throughout school. However, a good number of parents would welcome more information about curricular matters to support their children more effectively at home. Parents are supportive of events involving their children, such as productions and sports days.
51. Overall, the quality of information provided for parents is good. Day-to-day information is good; there are regular newsletters which parents appreciate. Pastoral information is also good and parents are informed about any aspect of their child's personal development. Information on curricular matters, however, is limited, although a list of termly topics to be studied is included in the newsletters and a literacy evening has been held. There is an annual written report for each child. These are now satisfactory and meet statutory requirements, although there is some inconsistency in quality between subjects and they do not always provide enough information about pupils' attainment and progress in some subjects. Good opportunities are provided for parents to discuss their child's progress through formal and informal meetings. Parents of pupils with special educational needs are well involved in their child's education plans at review times and at other times informally.
52. The school enjoys good links with the local community. It welcomes a number of visitors from the community into school, for example, during the annual book week local people enjoy sharing reading with the children. In addition, pupils make several visits into the local community. There are some links with local businesses, for instance pupils in Year 1 visited a local bank as part of their topic work on people who help us. In addition, a local company provides valuable sponsorship of the crossing patrol warden. There are good links with the local church. The vicar visits the school frequently to take assemblies and the church is used for celebrating festivals and as a resource for religious education and art lessons. Pupils enjoy participating in community activities, for example pupils in Year 5 entered the local carnival and Year 6 joined with other members of the community in an act of remembrance at the war memorial. The school holds regular open days. Pupils compete in numerous sports matches and tournaments against other schools

and the school hosts the local annual primary school cross-country event. There are very good links with the local playgroup, which facilitate the induction programme. Good working relationships are maintained with the secondary school to which pupils transfer. The school also belongs to a strong local federation of schools that works closely together and promotes good links with other schools. All of these opportunities enhance the curriculum in a number of areas and make a significant contribution to pupils' intellectual and personal development.

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

### **Leadership and management**

53. The leadership and management of the school is good overall. The head teacher communicates a very positive philosophy and provides sensitive leadership, giving a strong lead and impetus to the school's work. He has been successful in establishing excellent relationships in the school and very good whole staff team in which all staff work effectively and are valued. He is quick to recognise the staff's individual strengths and encourage development both of individual talents and in enriching the education presented to the pupils. This contributes significantly to the school's very good ethos. The aims and values of the school are implemented successfully and the school's commitment to high standards is reflected in the responses made to the learning needs of the pupils. The management is sufficiently effective to respond quickly and creatively to the unexpected. A good example of this was the swift response to the setting up of a new class at a late stage of the last academic year, when extra funding was made available. Further examples of the effective management of the school are found in the quality of the provision for the under five children, which includes the recently established job-share, and the specialist subject teaching at Key Stage 2, which is beginning to have a positive effect on standards in the core subjects of English, mathematics and science. Overall, the school has addressed the key issues from the previous report effectively. Standards have shown steady improvement over the last two years. The headteacher has been generally successful in establishing a strong partnership with parents and maintaining this, even when difficult decisions have had to be made, for example, with regard to class re-organisation.
54. The deputy headteacher provides a strong, knowledgeable and loyal element of the school's management and has been most successful when called upon to deputise for the headteacher. She has a very good understanding of the demands of her role and is effective in her support of the headteacher and the staff. The senior management structure includes the headteacher, deputy headteacher, encompassing her role as Key Stage 1 co-ordinator, and the co-ordinator of Key Stage 2, giving balance to the team. They meet regularly and provide a focus group from which strategic developments for the school are discussed and debated. The senior management team is closely involved in the development and evaluation of the school development plan and, in keeping with the head teacher's effective open, democratic management style, all members of staff are included in the process of developing long-term plans. There has been considerable improvement overall in the effectiveness of the long-term planning in response to the key issue of the last inspection report.
55. The role of the subject co-ordinators has been developed satisfactorily since the last inspection. Co-ordinators in the core subjects of English, science and information technology, in geography, history and physical education have been particularly successful in developing their subjects. The literacy and numeracy initiatives have been well implemented and are working successfully throughout the school. Schemes of work and policy documents are now in place for all subjects and continuity and progression of learning has been successfully addressed in response to the key issue of the last report. Teachers' plans and the outcomes of teaching and assessments are monitored by subject co-ordinators. The English and mathematics co-ordinators have had some non-contact time to monitor their subjects. While the regular monitoring of plans and outcomes is partially successful in giving a clear view of the development and delivery of subjects and of the standards achieved; this has not yet been developed fully.
56. The school and governing body have set up effective structures to ensure that the needs of the pupils with special educational needs are well met. The link governor has a sound working knowledge of the provision, although daytime visits to the school are limited. The governing body is satisfactorily informed about any changes in the provision and these are included in the governors' report to parents. The co-ordinator for special educational needs manages the provision, teaching and support for pupils on the special needs register well

57. The governing body is active and energetic in support of the school. The well-established working party organisation is efficient and subsequent reports to the whole governing body are well informed and effective. Governors' meetings are regular and the resulting minutes are detailed and business like. All statutory requirements are met. There are named governors who have taken responsibility for literacy, numeracy and special educational needs and governors are involved in specific curriculum areas for example in science, information technology and physical education. They have begun to visit lessons within their subject responsibility. This has been a positive and effective development giving both staff and governors opportunity to share expertise. The recently in post chairman has a clear and dynamic attitude to the post and has been instrumental in developing a positive and productive dialogue with the headteacher. This is welcome and is supportive of the work of the staff and the ethos of the school. As a consequence, the governing body are beginning to develop a broader and more informed approach to their responsibilities, with the understanding that, as "critical friends", their role is to offer constructive support to the school, its management, the professional development and personal care and support for all staff, as well as the provision of high quality education for the pupils.
58. The school is now well placed to secure further improvement and to continue to strive for high standards.

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

59. The school has a sufficient number of appropriately qualified teachers to meet the needs of the primary curriculum. Most teachers have considerable experience, with recent appointments providing a balance of younger less experienced staff. The individual strengths of teachers are well used and the team teaching in Years 4, 5 and 6 for mathematics, science, information technology and physical education are effective in contributing to rising standards. The number of support staff is slightly above the national average. They have appropriate qualifications and experience, including those who support pupils with special educational needs. They make a good contribution to the pupils' learning and progress. All staff work very well together, effectively enhancing educational provision. The school administrator is very effective in her support of the school. The caretaker, lunchtime supervisors and the crossing patrol warden contribute well to school life.
60. The school's induction process is satisfactory and supportive for new staff enabling them to be quickly assimilated into the life of the school. Arrangements for the professional development of staff are good and the dissemination of information gained on in-service training is built into the system. The professional training of staff is linked to the schools needs as laid out in the development plan and to individual needs. This is effective in supporting the aims of the school as shown by the enhanced provision of information technology in the school. The appraisal system has been completed for all appropriate staff.
61. The school's accommodation provides a satisfactory learning environment for the pupils. It occupies a pleasant site, which includes playgrounds, a playing field and an attractive partially enclosed seating area. The playgrounds are suitably marked out for pupils to play and the site is clean, tidy and secure. The classrooms in the main building provide a pleasant working atmosphere. They are of adequate size, have water and sink facilities and useful quiet rooms attached. The rooms in the temporary huts are adequate for the smaller classes using them this year. The school benefits from some specialist accommodation in the form of the new information technology suite, which shares a room with the satisfactory library area. This room is used as a thoroughfare, but disruption is kept to a minimum because of the very good behaviour of pupils passing through. The specialist room for special educational needs is colourful and pleasant but suitable for only very small groups. The hall is satisfactory but also used as a thoroughfare during physical education lessons. Effective use is made of corridors and landings as display areas for pupils' work. However the outdoor play facilities for children under the age of five are limited in the range of equipment available.
62. The provision of books, materials and equipment in classrooms is satisfactory overall. Resources to support learning in science, religious education, history, geography and physical education are good and satisfactory in the remaining subjects. A local comprehensive school is used in the summer term for swimming lessons and also to enhance facilities in information technology. There are sufficient fiction and non-fiction books in the library and this is an improvement since the last inspection. Hardware and software for use in information technology is adequate for the delivery of this curriculum and also to support learning in other areas of the curriculum. The quality of the hardware is variable, however resources in this area have also improved since the last inspection.

## The efficiency of the school

63. The efficiency of the school is very good overall. The planning, monitoring and evaluation of the finances is good and the overall strategy for long-term financial planning has improved since the last inspection. Although the school has set a holding budget in this financial year, due to unforeseen circumstances, planned expenditure is matched very closely to the school's stated aims and long-term plans. The school has maintained an appropriate carry forward. The headteacher and the finance working party of the governing body monitor financial reports regularly and effectively. They are well informed by the very efficient reports provided by the finance officer. The systems for setting new budgets are based on very good levels of information from the finance officer, with local authority support, and are well informed by current data and by the school's needs and income. The funds made available to the school for example, for pupils with special education needs, are used well and are budgeted for. The strategic long-term development plan has an outline for three years which is broadly costed. These development plans reflect the school's policies and priorities and follow consultation with staff and the governing body. The plans are sufficiently flexible for quick response to the unexpected as shown by the rapid setting up of a new class at the very end of the last academic year.
64. Administrative systems are very efficient. They are very effectively administered by the secretary, who is also the finance officer, in her relatively short working week. Available computer technology is used effectively to reduce time spent on routine tasks, for example for the registration system. The roles and responsibilities of the posts she holds are well understood and her time and expertise are very well deployed in support of the school and the staff. By being available at playtimes she ensures that she knows and is known by the pupils and her welcoming manner is a positive first contact with the school for parents and visitors. Financial controls are very good. The most recent auditors' report has been acted upon and the recommendations met.
65. Teachers are deployed to classes very well, making best use of the considerable expertise and experience of the teaching staff and their well-trained assistants. Staff expertise is also deployed thoughtfully and effectively in supporting members of staff new to the profession and to the school. Initiatives such as the job share in the Reception class and the specialist subject teaching in Years 4, 5 and 6 are very good examples of the school's dynamic response to their pupils' needs by using their resources and investment in training effectively. Meal time supervisors and the care-taking staff are deployed very well and their contributions add to the very good school ethos.
66. Learning resources are used very well including the library stock and computers. Subject resources are stored well; they are accessible and are used carefully. The accommodation is used very well; all available spaces are utilised, including the hall, sports facilities, special needs room and the grounds. The attractive buildings are enhanced by displays of pupils' work. The areas for exuberant and more reflective play are also deployed well.
67. The quality of education provided by the school is good. This is supported by the good teaching overall, particularly for the under fives and for Key Stage 2. Pupils are making sound progress throughout the school and in many lessons, progress is good. Provision for pupils' spiritual, moral, social and cultural education is very good overall. This results in very good behaviour and excellent relationships through the school and contributes considerably to the very good ethos for learning and commitment to high achievement. Leadership and management is good overall and available funds are very well managed. The school continues to give good value for money.

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

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

68. Children begin school in the Reception class at the beginning of the school year in which they have their fifth birthday. They attend school part-time for the first three weeks and full-time thereafter. At the time of the inspection only one of the thirty children in the class had reached the age of five. Attainment on entry to the school, as shown in the baseline assessment, shows a full range of attainment including higher attaining children. However, the largest proportion of children have average attainment. Teachers' expertise and the impact of their good and very good teaching in Reception results in children making very good progress during the second week of their school experience in settling and socialising and sound progress in their learning to date. The provision for these children is good and is a strength of the school.
69. Children develop their personal and social skills well and make good progress overall. They have settled very well into the school environment, showing increasing confidence and self-respect. They are secure and happy in the hall, the playground and their classroom. They are confident and respond well to the class organisation and to their teachers and assistants. Behaviour is good overall in learning and playing situations. Children are well aware of right and wrong and what is acceptable behaviour. They work co-operatively in groups, are willing to take turns and share fairly. They use resources carefully and tidy away well. Children are eager and enthusiastic, have excellent relationships with their peers and with the adults with whom they come into contact. They show a range of feelings in response to stories and are beginning to show care and concern for others. They settle quickly to their tasks and are eager to share their work, for example in literacy. They concentrate for reasonable periods and are willing to persevere. The well-established routines, the consistent expectations of behaviour and the caring attitudes of all adults make significant contributions to the sense of security felt by the children.
70. In all aspects of language and literacy, the majority of the children make sound progress overall and are working towards attaining the expected standards by the age of five. Baseline assessment shows that many children enter the school with average attainment and although there is a full range of attainment, there are few higher attaining children. A small number enter school with significantly lower attainment in this area. Children listen attentively to stories, songs and rhymes, to adults in teaching situations and to each other when working or playing together and through the shared text sessions in literacy. The children talk confidently about their experiences in small groups and to the whole group. They express their thoughts and feelings clearly, for example in a discussion about the "Where is bear" and "We're going on a bear hunt" stories. Role-play opportunities are used well, for example through the home corner. Children enjoy books and have favourite characters. They can name them, relating some of their characteristics and can retell a story, such as "Goldilocks and the Three Bears", in reasonable sequence. Children are well aware that pictures and words have meaning and the majority of them show early reading skills in beginning to recognise rhymes, knowing their own names and by trying to predict story endings. They are beginning to write their names and make marks confidently as the first stage of writing. The quality of teaching in language and literacy is good and at times, very good. This is reflected in the secure knowledge and good planning of the literacy sessions and the good progress many children make in lessons.
71. Attainment in mathematics is broadly at the levels expected at this age. Children make sound progress and are working towards reaching the Desirable Learning Outcomes by the age of five. Most children are beginning to compare, match, order, sort and count, using a variety of objects, for example cups and saucers in the role play area. They are developing an awareness of shape. They are learning positional words like above, below, next to and relate bigger and smaller comparisons, for example, to the class cuddly bears. Some children count to 5, recognise numbers up to 10, and count aloud to sixteen when checking the class register. The children recognise and can recreate mathematical patterns in printing in art. Teachers make good use of a variety of opportunities to help children develop their counting skills. They match activities well to the children's needs, presenting them in a way that helps them to enjoy their early mathematical experiences.
72. Children's knowledge and understanding of the world meets the expectations for their age and they make sound progress at this early stage of their learning. They talk about their families and about past and present. They are beginning to have an understanding of old and new. Children talk about their environment and make appropriate observations of the daily weather. They learn to follow routes carefully within their classroom and in the wider school when they go to the hall and the playground. Children are beginning to question why things happen and how things work. They explore and select materials for tasks confidently

and use cutting, joining, folding and building for a variety of purposes. The children use the computer with enthusiasm and are beginning to develop sound keyboard skills, for example, when using an art program. Teaching in these aspects of learning is good.

73. In their physical development children are attaining in line with expectations. Progress is satisfactory. They move confidently and imaginatively and with increasing control of movement, co-ordination and in their growing awareness of space. They listen closely and respond well to instructions from the teacher during their first sessions in a large hall space. The children respond well to rhythm and some were quick to recognise the rhythm in repeated phrases during the “We’re going on a bear hunt” story. Children handle scissors, small construction and malleable materials with increasing control and accuracy. They respond enthusiastically to this area of experience. Teaching of the physical development element of the curriculum is good overall. However, there is an insufficient range of outdoor equipment developed to provide a range of levels, textures and structured out door learning for the under fives. This is an area for development.
74. Attainment in creative development is in line with expected levels at this age. Progress overall is satisfactory. Children use colour and texture in their paintings and pictures and explore thick paints to make leaf prints and line prints with growing confidence. They make increasingly successful models using the construction kits. In music, children sing with confidence and enjoyment from their growing repertoire of remembered songs; they enjoy music. Teaching overall is good; at times it is very good. Teachers are skilful in questioning children about their work in this area of experience and interventions by all members of staff while children are using construction or malleable materials encourage children to think and respond positively. Opportunities to develop children’s imaginative and exploratory play are provided through the well-used and carefully resourced role play area and construction materials.
75. The quality of teaching is good overall and at times very good. Teachers have a very good understanding of the needs of young children, resulting in a calm, settled and secure environment even in the second week of the term. Teachers respond to individual needs very well. They make effective use of the baseline assessments, as well as some useful records from the children’s pre school experiences, as a starting point for development. They are well aware of the progress children are making even at such an early stage of the year and record this accurately. Routines are consistent and the children experience a good balance of class teaching time, and teacher initiated activity. The high quality of the teamwork between the job-sharing teachers is notable. The classroom assistants support children’s learning very well. Roles and responsibilities are clearly understood and there is a very positive atmosphere for learning. Transition to the requirements of the National Curriculum is made in response to the needs of the children. Long-term curriculum plans are broad and balanced and provide an informed and effective framework for the children’s learning needs.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

76. The 1998 National Curriculum test results show that, at the end of Key Stage 1, the proportion of pupils reaching the expected standards in reading and writing is close to average. The percentage of pupils exceeding the expected standards is below average in writing, but well below average in reading. At the end of Key Stage 2, the percentage of pupils both reaching and exceeding the expected standards is close to average in comparison to schools nationally and to similar schools. The performance of pupils over the last three years is also close to average overall. The performance of boys over the last three years is below the national average, but similar to the national picture for girls. The school is addressing this through, for example, the use of volunteer male role models where possible to support reading and the literacy hour. The 1999 National Test results show an improvement from 1998 at the end of both key stages, especially in writing and in the number of Year 6 pupils exceeding the expected level in reading. This is a reflection of the increasing impact of a number of successful strategies that the school has put in place over the last two years to improve standards in these areas. Inspection evidence confirms that standards in all aspects of English meet the expected levels at the end of both key stages. Overall this is an improvement at both key stages since the previous inspection.
77. Standards in language and literacy when pupils first start school are broadly average, although a small number of children enter school with significantly lower attainment. Pupils of all abilities make satisfactory progress overall as they move through both key stages. Good teaching and well-planned work, as well as the



very positive attitudes pupils have towards their work, all make significant contributions to the good and at times very good progress seen in some lessons, especially in Key Stage 2. Another factor is the consistent implementation of strategies introduced to raise standards, although these have not yet impacted fully on pupils' progress over time. No significant difference between the attainment and progress of boys and girls was seen during the inspection either in the scrutiny of work or in lessons. Pupils with special educational needs also make sound progress in relation to their prior attainment. This is the result of good provision and effective teaching and support from the class teachers, the special needs teacher and classroom assistants.

78. Standards in speaking and listening meet national expectations at the end of both key stages. Pupils make satisfactory progress throughout the school. By the age of seven the majority of pupils listen attentively to their teacher and to each other. They share their ideas and experiences clearly in class discussions. They develop their skills of asking and answering questions relevantly during, for example, infant assemblies or structured role-play opportunities when discussing the impact of behaviour on other people. By the age of eleven pupils talk engagingly and confidently with adults and offer reasons for their opinions. They listen carefully and respond thoughtfully to the views of others. They improve their skills in this respect through frequent opportunities to engage in purposeful group and paired discussions in, for example in literacy and history lessons. Pupils in both key stages develop confidence in speaking in front groups of varying sizes, learning to adapt their speech appropriately during assemblies and circle times.
79. Standards in reading meet the expected levels in reading at the end of both key stages. Pupils make sound progress overall in both key stages. By the age of seven the majority of pupils read an appropriate range of books with reasonable accuracy and fluency. They use above average appropriate variety of ways to tackle unfamiliar words and show a secure understanding of what they are reading. A few higher attaining pupils substitute sensible words for those they do not know and confidently locate books in the library. By the age of eleven, most pupils read independently a wide range of books. Older pupils in particular make good progress in improving their understanding of plots and characters and in inferring and deducing information from texts. This is a result of focused strategies the school has introduced for group reading and skilful, well-focused teaching in literacy lessons. Pupils apply their reading skills well to retrieve information from a good variety of sources, including books and CD-ROMs through well structured opportunities across the curriculum. This has a positive impact on pupils' progress in other subjects including history and geography.
80. Standards in writing meet the nationally expected standards at the end of both key stages. Pupils make satisfactory progress overall. The number of pupils meeting the expected standards in writing at the end of Key Stage 1 improved significantly in the last year, as seen in the 1999 national tests. One reason for this is the effective support for lower attaining pupils and those with special educational needs. Another is the good use teachers make of opportunities across the curriculum to help pupils improve the quality, quantity and fluency of their writing. Good examples of this were seen in their descriptions of a visit to Weymouth and the retelling of stories such as 'Chicken Little'. By the age of seven, most pupils write in simple sentences mostly using well-formed letters and reasonably accurate spelling. They write in a variety of forms, including poems, letters and stories. They begin to include relevant details about themselves and many use capital letters and full stops correctly. A few higher attaining pupils begin to use more structured sentences when, for example, writing about Kilve beach. By the time they leave the school, the pupils' writing is usually well organised and neatly presented. They write in a good variety of forms and spell quite accurately. They learn to adapt their style for different audiences when writing stories and sharing these with younger pupils. However some do not yet use more complex sentences confidently or use the range of vocabulary they demonstrate in oral work. Pupils throughout the key stages make good, and at times very good, progress in literacy lessons in developing their knowledge and understanding of the structure and features of language and how, for example, to vary and create different effects in story openings. They also learn how to redraft their writing to improve its content as well as its accuracy, which is an improvement since the last inspection. Pupils are helped to improve their non-fiction writing through well-planned and supported opportunities for research in other subjects, especially in history.
81. Pupils throughout the school, and especially in Key Stage 2, have very positive attitudes towards their work. Boys and girls alike are well motivated, show interest in their work and concentrate well. They listen very attentively in lessons, are keen to answer questions and to contribute their ideas. One reason for this is the evident respect given to each contribution by peers and teachers alike. They behave very well, settling quickly, quietly and sensibly to their tasks. Pupils of all ages show a good sense of responsibility when working independently. They co-operate with each other very well in both oral and written group work. This has a significant impact on the good progress they make in many lessons. Frequent examples were seen in lessons of pupils giving spontaneous and appropriate help to each other.

82. The quality of teaching is good overall. It is satisfactory in Key Stage 1 and consistently good and at times very good in Key Stage 2. No unsatisfactory teaching was seen during the inspection. A key feature of much of the good and the very good teaching seen in Key Stage 2 was the considerable subject expertise of the teacher, who teaches three of four classes. This was evident from her high expectations of the level of pupils' work, supported by skilled questioning, which built very effectively on pupils' responses, challenged and extended their thinking and helped them to articulate their ideas. Very good examples of this were seen in a Year 4 literacy lesson comparing different types of story openings and how authors establish characters. This, combined with very good modelling of re-drafting to improve the quality of sentences, contributed significantly to the very good progress made by pupils in the lesson. Another strong feature of the very good teaching was the skilful linking of word and sentence level work to the texts on which the lesson was based, to provide relevant context. In less effective lessons the pace slows and pupils do not show a sense of urgency in the completion of the group activities. All teachers manage pupils in a positive, effective and consistent way, which helps to sustain their concentration and contributes to their positive attitudes. This is based on excellent relationships and mutual respect between all adults and pupils. Teachers also make good use of ongoing assessment to adjust their careful planning more closely to the needs of individuals and groups. In the best examples seen this happens on the daily basis. While there are examples in marking of teachers giving useful written comments that indicate clearly how pupils could improve their work, this is not yet consistent practice. Effective support is given to pupils with special educational needs. Planning takes careful account of individual targets. Pupils are helped to make sound progress towards these as a result of skilful intervention by both class teachers and the special needs teacher and assistants.
83. Teachers have worked hard and successfully over the last year to incorporate the objectives of the national literacy strategy into their planning and to use a consistent approach to teaching in the literacy hour. This provides similar experiences for pupils as they move between classes and enables them to build effectively on previous learning. This has been enhanced further by the recent introduction of specialist subject teaching in Key Stage 2, which has led to more rigorous teaching and higher expectations of the level of pupils' work. This, together with the increasing impact of the school initiatives to improve reading and writing is already being reflected in improving standards. The co-ordinator provides good leadership, ably supported by the Key Stage 2 co-ordinator, although there are insufficient opportunities to monitor and model good practice across the school. A particular strength of the curriculum is the good use made of opportunities in other subjects for pupils to consolidate and extend their literacy skills. Regular assessments and sampling of pupils' work are used well to monitor pupils' progress across the school. Assessment information and effective analysis of pupils' writing, for example, is also used well to identify curricular weaknesses and to plan and monitor improvement. The subject makes a very good contribution to the spiritual, moral, social and cultural development of pupils, through, for example, the wide range of texts used and the frequent opportunities for well-led group discussions.

## **Mathematics**

84. National test results in 1998 show that standards at the end of both key stages are in line with the national averages. The percentage of pupils exceeding the expected standards is below average at the end of Key Stage 1 and well below at the end of Key Stage 2. This is an improvement from the 1997 results, but below the figures for similar schools. Results for 1999 show a slight improvement again at the end of Key Stage 2 in the number of pupils meeting the expected standards and in both key stages of pupils reaching the higher levels.
85. The attainment of pupils by the end of Key Stage 1 meets the expected standards. Most pupils have a good knowledge of the appropriate language of mathematics, are able to add and subtract numbers up to ten with accuracy and identify numbers between ten and a hundred, understanding the relative sizes of these. They understand simple fractions and name the common two-dimensional shapes and three-dimensional solids. Higher attaining pupils at the beginning of Year 2 understand place value of numbers up to one hundred, as in the lesson where they made the twelve possible two digit numbers from four separate digits and ranked these in order of size.
86. By the end of Key Stage 2, attainment is in line with national averages. Most pupils can add and subtract numbers up to a hundred, multiply whole numbers by ten and understand decimal notation, particularly with reference to money. Higher attaining pupils understand more complex relationships between numbers, as in the Year 6 lesson about multiplication. Their knowledge of solid shapes is extended and they understand how simple solids are constructed. They understand co-ordinates and can plot these accurately. The basic vocabulary related to probability is used and understood. Numeracy skills support learning satisfactorily across the curriculum. For example, pupils in Year 1 use subtraction during registration to work out how

many pupils are present if the absence number is known and in history, a graph related to transport is analysed and understood. There has been some improvement in the attainment of higher attaining pupils in lessons since the previous inspection.

87. Progress overall is satisfactory. In Key Stage 1 progress in lessons is sound overall and good at times. Pupils learn to count and recognize numbers, as in Reception where they count the number of girls and boys present, and enjoy singing number songs. They build on this, gain experience of larger numbers in Year 1, and develop the concept of greater than and less than, as in the Year 1 lesson where pupils of average ability choose the larger number when examining numbers less than ten. Lower attaining pupils count numbers of objects up to ten and match this with written numbers. Progress in lessons in Key Stage 2 is mostly satisfactory. Pupils in Year 3 subtract units from numbers less than a hundred accurately, and lower attaining pupils write down the number bonds of ten. Higher attaining pupils in Year 4 begin to develop an understanding of long multiplication. In Year 5 pupils double numbers less than one hundred accurately. Pupils gain experience of investigative work throughout Key Stage 2, but the linking of investigations to early experience of algebra is underdeveloped. Pupils with special educational needs make satisfactory progress related to their individual abilities in both key stages and attain appropriately. The use of information technology to support progress in the subject is limited but in the process of being developed.
88. Pupils respond well in Key Stage 1 and their attitude to work is good. In Key Stage 2 pupils' response ranges from satisfactory to very good, but is generally satisfactory. Most pupils listen carefully to instructions and follow them appropriately. They are keen to answer questions in class discussions but a significant minority of pupils lose concentration when these are lengthy. They settle down well to written work and are responsible with equipment. Relationships between pupils are very good, as are relationships between pupils, class teachers and support staff. Pupils collaborate well with each other during group work and their behaviour is invariably very good.
89. The quality of teaching at Key Stage 1 is satisfactory overall and good at times. In Key Stage 2, it is generally satisfactory but occasionally unsatisfactory. Where teaching is unsatisfactory, the pace of the lesson is too slow and the tasks, which are poorly structured, are not well-matched to the needs of the pupils. Where teaching is good, learning objectives are clear, teachers give clear and concise explanations, and their questioning is perceptive. They set challenging tasks that are appropriate for the variety of abilities represented in the particular class. In general planning is thorough and teachers manage their pupils well, using praise appropriately. They make satisfactory use of homework to support learning in class. Although teachers assess their pupils' progress through regular tests, the quality of the marking of pupils' work varies between classes. In much of Key Stage 2 a significant amount of work is not marked and there is little evidence of constructive comments to aid the pupils in further development.
90. The curriculum complies with requirements and all attainment targets are addressed. Planned tasks are generally matched well to the pupils' differing needs, except that those for the higher attaining pupils are sometimes undemanding. The subject co-ordinator monitors teachers' planning regularly and teaches Years 4, 5 and 6 for mathematics, but has limited opportunities for monitoring teaching of the subject. Resources are satisfactory overall.

## Science

91. Attainment at the end of Key Stage 1, as measured by the teachers' National Curriculum assessments in 1998, shows that the percentage of pupils meeting the expected levels is above the national average. The number of pupils reaching the higher levels is close to average. Attainment at the end of Key Stage 2, as shown in the 1998 National Curriculum tests, is below the national average for pupils both meeting and exceeding the expected standards. It is well below average in comparison with similar schools. In the most recent national test results in 1999, the percentage of pupils meeting and exceeding the expected standards at the end of Key Stage 2 shows a steady improvement from 1998. Standards have risen significantly overall from 1997 to 1999. The balance of attainment between boys and girls is broadly similar. Evidence seen during the inspection from work of the previous academic year and the science seen in classes during the inspection confirms this picture of rising standards. Overall, pupils make sound progress. They make good progress when they experiment and investigate in science throughout the school.
92. By the end of Key Stage 1, the majority of pupils meet the expected standards in all aspects of the subject. Many pupils suggest how ideas might be tested, recognise a fair test and use instruments to measure changes in length and mass. They record their results in a variety of ways, explaining patterns as they occur and

drawing conclusions. Most pupils are secure in the knowledge that plants need food, water and sunlight to grow. They explain correctly that humans have senses to enable them to be aware. They know that there are differences between local environments and that changes in the environment affect animals and plants that are found there. They make circuits and explain what you need and what to do to make the electricity flow. The majority of pupils know that there are forces and attraction between magnets and magnetic materials. They also know that light travels from a source and that it cannot pass through some materials. They realise that sounds are made when objects vibrate, for example, strings on musical instruments.

93. Pupils make sound progress overall in Key Stage 1. They make good progress in the aspects of experimenting and investigating. In Reception and Year 1, pupils describe simple features of objects, living things and events. They are beginning to use a vocabulary of texture to describe features of materials and to question, predict and draw simple conclusions from their findings. Younger pupils know that many everyday appliances use electricity and can describe the movement of objects getting faster or slowing down. Through cooking, for example with spaghetti, they are aware that some materials change when heated and will not change back to their original state. Pupils identify the habitats suitable for a range of mini-beasts.
94. By the end of Year 6, standards meet the expected levels. Pupils classify living things accurately and group them appropriately. They know that there are food chains for each grouping. They know that solids and liquids are needed to make a solution and are beginning to understand that evaporation will reveal impurities. Their scientific vocabulary is increasing well and pupils are confident and accurate in their use of the appropriate terminology. In Year 6, pupils are confident to make predictions, understand the principles of fair testing and make detailed and accurate observations. Pupils show considerable progress in the use and application of knowledge when they experiment with electrical circuits. They pass current through a range of materials having predicted results and subsequently drawing conclusions from their experiments.
95. In Key Stage 2, pupils make good progress in many lessons, as a result of good and often very good teaching. This was observed through the scrutiny of work particularly in the last year's Year 3 class, and in the science lessons seen during the inspection in Years 4 and 6. This is already contributing to the rising standards at the end of the key stage. In Year 3, pupils know that light travels in straight lines and that shadows are cast. They know that there is a range of light sources, that some materials are translucent, opaque or transparent. Good progress is demonstrated in the work scrutiny from this year group and pupils record their science neatly and effectively in a range of styles. In Year 4 and 5, pupils develop a sound knowledge of the human skeleton and are knowledgeable about the elements of healthy eating and the functions of the major organs of the body. They have a more detailed knowledge of the parts of plants and their functions and describe a range of seed dispersal. In Year 5, pupils use their knowledge of evaporation to plan an experiment to prove their predictions about the best location for drying various fabrics. In both key stages pupils of lower attainment, including those with special educational needs make sound progress, due to the good support provided by teachers and support staff. Literacy and numeracy skills are often well used by pupils to support their work in science and include a range of suitable ways of recording experiments. However, pupils make little use of information technology to collate their scientific evidence; this is an area for development.
96. Pupils respond well and show good attitudes to their work. They enjoy science and are keen to participate in lessons. They are well behaved and show respect for the teachers and other adults. Lessons are characterised by hard work and concentration as well as a sense of excitement and wonder at finding out about things. Pupils are keen to show what they know, apply their earlier knowledge well and can be trusted to carry out tasks safely. Pupils co-operate well and work well together when collaborating in experiments and group work. They take care with their work and show pride in their presentation. All these elements make good contributions to the pupils' learning in science and are reflected in the raising of standards year on year.
97. The quality of teaching is sound in Key Stage 1 and very good in Key Stage 2. Teachers plan well, choosing appropriate activities from the scheme of work, which is supplemented by the science coordinator's knowledgeable extension material. In general, teachers are knowledgeable and confident when teaching science. This is particularly true in Years 4, 5 and 6, where the science teaching is undertaken by the coordinator and is characterised by very good subject knowledge, enthusiasm and thorough organisation. This is an improvement since the last inspection. Lessons often begin with questions about previous work and findings from experiments. Teachers give clear explanations and instructions and the level of questioning is skilful. They have high expectations of work and behaviour. Assessment procedures are thorough and the knowledge gained from them informs planning for future lessons effectively, again particularly in Key Stage 2. Useful individual pupil records are kept and work is related to National Curriculum levels giving detail of the pupils' progress, success or difficulty.

98. Science has a high profile in the school. Its very good management has resulted in good links with mathematics and design and technology and pupils who are enthusiastic and questioning. The co-ordinator has been most diligent and successful in raising standards through example and is well aware of the provision of the subject in the school. However, monitoring has been largely through involvement with long and short-term planning and the observation of outcomes. The co-ordinator has not had regular opportunities to monitor the teaching of the subject. A good range of resources are used frequently and well to ensure a practical approach in investigations. The local environment is used well and enlarges pupils' experiences and understanding. Fruitful meetings between other primary schools' staff and the local comprehensive school, have ensured that pupils learn in a steady and systematic way through all the key stages in science, and avoid duplication.

## **OTHER SUBJECTS**

### **Information technology**

99. Standards in information technology are below national expectations at the end of Key Stage 1 and well below at the end of Key Stage 2. Only a small number of lessons were observed during the inspection, so evidence was obtained from a small work sample and interviews with the subject co-ordinator, staff and pupils. Since the last inspection the National Curriculum and the criteria for inspecting information technology have changed. However, it is clear that the school's provision and pupils' attainment have fallen behind in this key part of the curriculum. The school has already begun to address this effectively, but this has yet to have an impact on standards.
100. Pupils' attainment at the end of Key Stage 1 is below national expectations. By the end of the key stage pupils understand that instructions can be given to the computer using the mouse or the keyboard. They use a word processing program to write their names and, with support, change the colour and size of the text. Attainment at the end of Key Stage 2 is well below national expectations. By the end of the key stage pupils can save work, change the size of text and move text across the screen as in the Year 6 lesson where pupils changed the format of a short poem. They can write simple instructions for a programmable toy. No evidence was seen of pupils using more sophisticated instructions to control events, or sensors and spreadsheets.
101. Progress overall is unsatisfactory in both key stages. The recent, significant improvements in the curriculum and the quality of teaching, especially in Key Stage 2, have not been in place long enough yet to impact fully on the progress pupils make as they move through the school. However, the improvements are now being reflected in the good, and at times very good, progress pupils now make in some lessons, especially in Key Stage 2. In a lesson seen in Key Stage 1 younger pupils made satisfactory progress in improving their mouse control and keyboard skills and producing lines and shapes. Pupils in Year 3 make good progress in producing abstract designs. In Year 6, they make very good progress in using CD-ROMs effectively to research information for history topics. Pupils with special educational needs make satisfactory progress in lessons where they are offered programs that are well-matched to their individual education plans.
102. Pupils have very positive attitudes towards the subject, work hard at the tasks set and show enjoyment at their success. Relationships between pupils and between pupils and staff are very good, and the secure working atmosphere engendered encourages pupils to broach assignments with confidence. Pupils of all ages handle equipment carefully and behave very well.
103. No direct teaching was observed at Key Stage 1 during the inspection, so no judgement of this can be given. The quality of teaching in the lessons seen in Key Stage 2 was very good. The co-ordinator, who has recently begun to teach all pupils in Years 4, 5 and 6, has good subject knowledge and communicates this clearly to the pupils. Lessons are very well planned and include a good range of activities, which are well matched to the needs of the pupils. Questioning of pupils is effective and highlights relevant points to assist learning. Pupils are well managed with firmness and warmth.
104. The information technology curriculum meets requirements and is now broad and balanced, although it has not been in its present state for long enough to have raised attainment. The subject is very well co-ordinated. The subject co-ordinator is new to the post but has already written and implemented a scheme of work, assessed the attainment of the pupils and planned appropriately for the future. Effective assessment

procedures are now in place. This is an improvement since the previous inspection. The school makes good use of the strengths of its staff in the way that the co-ordinator and support staff are deployed effectively in Key Stage 2 lessons. Some effective use is made of information technology to support pupils' learning in other areas of the curriculum, especially by the co-ordinator, but this area is not fully developed. One reason for this is that all staff are not yet fully confident in teaching all aspects of the subject. Resources have recently been much improved but, although they are adequate for the delivery of the curriculum, this is only achieved by much moving around of hardware during the week. The quality of the hardware varies from poor to good. Strong links with a local secondary school however, enable pupils at the top end of Key Stage 2 to visit each week and make use of the facilities there to practise and extend their skills.

## **Religious education**

105. By the end of both key stages, pupils attain standards which meet the expectations of the locally Agreed Syllabus. The majority of pupils, including those with special educational needs, make satisfactory progress overall as they move through the school. Many pupils make good progress in some aspects of learning from religion and human experience as a result of consistent and well-structured opportunities in all classes for good quality discussion and time for reflection. In Key Stage 2, pupils' progress in learning about religions is limited at times by insufficient opportunities to consolidate and extend their knowledge through written activities.
106. By the age of seven, pupils are familiar with a number of stories from the Old and New Testaments. They write lively, often detailed, accounts of, for example, the plagues visited upon the Egyptians and the crossing of the Red Sea. They learn about the traditions and reasons for important Christian festivals such as Christmas, Easter and Harvest, as well as some in other faiths such as Diwali. Pupils build on their experiences in the reception class and Year 1 of exploring and expressing their feelings about, for example, what they think is wonderful in the natural world and who is important to them. In Year 2, pupils begin to ask appropriate questions to explore the feelings of others in familiar situations such as the playground and suggest ways that they can resolve difficulties.
107. By the age of eleven, pupils increase their knowledge of Bible stories and begin to identify those with similar themes. Some identify Old Testament figures such as Noah and King David in the stained glass windows of the parish church. They can explain the significance of Christian symbols, including the cross, candles and the use of wine in communion services. They compare the books and writings valued by different religions. Some pupils, however, show little recall of knowledge from previous work about world faiths and this limits their progress in this aspect. Younger pupils increase their understanding of how people's beliefs may be evident in their lives, when they identify the Christian values shown by Florence Nightingale, such as love and self-sacrifice. Through regular, well-planned opportunities pupils continue to make good progress through the key stage in some aspects of learning from religions and human experience. They explore, reflect upon and express their thoughts and feelings about a wide range of values and beliefs, as well as contemporary moral issues such as fox hunting and the taking of drugs. This makes a significant contribution to their spiritual and moral development.
108. Pupils show positive attitudes towards the subject, listening attentively to the teachers and to each other. They make thoughtful contributions to discussions and respond very well indeed to opportunities for guided reflection. They behave well in lessons. During a visit to the parish church the behaviour of the Year 6 pupils was exemplary. They showed respect for the building and responded politely and with interest to questions posed by the vicar. Pupils of all ages are confident in expressing their ideas and feelings, secure in the knowledge that both teachers and their peers will value and respect what they have to say. Very good examples of this were evident in all lessons.
109. The quality of teaching is satisfactory overall. In the lessons seen, teaching was satisfactory in Key Stage 1 and good in Key Stage 2. Teachers use a good variety of strategies and well-led discussion to encourage pupils to explore and express their feelings. In a Year 2 lesson about friendship the teacher used 'hot-seating' techniques very effectively to help pupils understand the impact of their behaviour on the feelings of others. In their management of pupils, all teachers model respect and care for others very well indeed. They use skilled questioning to extend pupils' thinking. A particularly good example of this was seen in a Year 4 lesson, which helped pupils make good progress in understanding and articulating abstract ideas, such as soul, heaven and emotions. However, past work indicates that in Key Stage 2, teachers do not provide sufficient opportunities for older pupils in particular, to reinforce or broaden their knowledge of religions

through written work. Although teachers identify clear objectives in half-termly planning, they do not always develop this in weekly planning, which sometimes is little more than a list of activities.

110. The curriculum meets the requirements of the Agreed Syllabus and is well-balanced in covering its aspects and themes, especially in Key Stage 1. Visits, such as that to Wells Cathedral, are used well to give relevance to pupils' learning. The co-ordinator manages the subject well. She provides useful support for teachers' half-termly planning, although opportunities to monitor teaching are limited. There are good professional development opportunities for staff. There is good range of resources to support teaching, which are extended through loans from the county resource centre and local federation of schools. Assemblies are used well to support pupils learning in lessons. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

## **Art**

111. Pupils' progress in art is satisfactory. In Key Stage 1, pupils experience an appropriate range of activities and media. They are introduced to paint and brush and learn to control these, as in Reception where they produce abstract designs. Three-dimensional models are produced and displayed, for example the colourful "sweetie makers" by Year 1 pupils. In Year 2, pupils discover the different effects that can be achieved by overprinting with different colours. In Key Stage 2, pupils gain knowledge of the old masters as in a Year 3 lesson where pupils examine a growing sunflower and a reproduction of Van Gogh's picture, "Sunflowers", experimenting with paint effects in similar hues. Cross-curricular links are effectively established and in Year 4, pupils consider portrait painting and relate this to their history topic on the Tudors. Observation skills are enhanced and pupils in Year 5 examine and sketch skeleton wire models of cars made for them by Zambian students on a link visit. Pupils develop their investigative skills well and Year 6 pupils use a variety of methods to make prints, choosing the most effective one to print onto fabric. Pottery tiles made by pupils provide permanent displays in corridors and the library. The progress of pupils with special educational needs is satisfactory.
112. The pupils display good attitudes to learning. They show interest in the topics they cover, take a pride in their completed tasks and their enjoyment is evident during most lessons. When working individually they learn in a steady and systematic way. They are also interested in the development of the work of other pupils and give each other praise and encouragement. Pupils of all ages show a mature and responsible attitude. When necessary they move about the classroom sensibly, even when not directed by the teacher and clear up efficiently after art sessions, often without any extra reminders. Relationships between pupils and between teachers and pupils are very good. The behaviour of pupils is generally very good and they sustain concentration well.
113. The quality of teaching is satisfactory overall and in Key Stage 2 it is good at times. Teachers display sound subject knowledge and plan lessons of suitable challenge for the pupils. In the most effective lessons teachers have clear learning objectives, communicate these enthusiastically and, by skilful questioning, enable pupils to suggest ways of improving their own work. They manage pupils well overall and praise pupils of all abilities appropriately. They make good use of opportunities to support the spiritual, moral, social and cultural development of pupils.
114. The co-ordination of art is sound and the subject co-ordinator has ensured that the pupils' experience of three-dimensional work has improved since the last inspection. Samples of pupils' work are collected to monitor progress and teachers' planning is inspected, but the co-ordinator does not provide in class support for colleagues or monitor the delivery of the curriculum. Resources are adequate but the lack of a kiln makes the teaching of pottery more difficult to organise. Pupils' learning is supported to a limited extent by the use of information technology. Satisfactory standards have been maintained since the last inspection.

## **Design technology**

115. A limited number of lessons were observed during the inspection. Evidence was also collected from the scrutiny of pupils' work and discussions with teachers and pupils. Overall, progress is sound, including that made by pupils with special educational needs. Pupils acquire a range of making and designing skills in a progressive way so that they produce models of reasonable quality and complexity. There has been satisfactory development of the subject since the last inspection.

116. In Reception, pupils learn how to cut and join materials, and make simple models. Their skills in using construction apparatus are good. In Year 1, pupils make satisfactory progress in cutting and fixing as they make simple, popup butterflies as the centre-fold in their min beast folders. Pupils use standard units of measurement, cut with some considerable accuracy and make attractive photograph frames, decorated with natural materials. Pupils' planning is not so well developed overall, but in Year 2, the pupils draw simple plans for their puppets of fabric and papier mâché. They design an attractive and informative tourist brochure for their work about Kilve in a geography based topic and design and sew a simple fabric collage mat. They are beginning to understand the need to evaluate what they have done and consequently make some changes to their models. Progress in this work is sound for all pupils including those with special educational needs.
117. In Key Stage 2, work is related to the India study as in Year 3 with the making of rakhi. By Year 4, pupils research opinions and tastes in their designs for the best cookie. This is good quality work and includes the cookie recipe, the box design and slogan. Pupils start planning by brainstorming the elements to be addressed – for example, the criteria for the box are brightness, boldness, the right size and height for the cookies and with a catchy name. By Year 6, pupils' design to a costed budget to meet set criteria as they did with the model, which lights up using an electrical circuit and switch. Pupils enjoy working in groups and they collaborate effectively to design, draw up a resources plan, make and evaluate their design. Progress is satisfactory overall for all pupils of all ability levels.
118. Pupils' attitude to their work is good. They respond well to the planned tasks and are very enthusiastic. They are co-operative during the practical work and share the resources well. They talk enthusiastically about their models and constructions, demonstrating sound understanding of some simple terms. They are confident in working with a range of materials, including food, textiles, card and malleable materials such as clay and papier mâché and there are examples of work that show care and attention to detail.
119. The quality of teaching is mainly satisfactory and has been maintained since the last inspection. The work is well planned in a progressive way and most skills are taught. Since the last inspection report the school has taken advice from the local authority and the staff have received training. The resulting document on design and technology is an effective scheme of work ensuring a systematic approach to the subject. Pupils make simple evaluations of their work, which are assessed by the teachers. Resources are satisfactory in range and number, are accessible and are well used.

## **Geography**

120. A limited amount of direct teaching was observed during the inspection. Evidence was collected from the scrutiny of pupils' work, displays around the school and discussions with teachers and pupils. All pupils, including those with special educational needs, make sound progress as they move through the school. In Key Stage 2, the standards of the work seen have improved since the last inspection.
121. In Reception and Year 1, pupils begin to understand why people live in different types of houses and the features of these, for example, caravans, castles, flats or tree-houses. They develop suitable positional language for example left, right, in front, next to and their geographical vocabulary is extended in Year 2 to include "map", "scale" and "location". In Year 2, pupils compare their local environment with the beach at Kilve and make sensible comparisons between the features of that area with Weymouth, comparing jobs and tourism in both places. There is some particularly well-presented work from last year's Year 2 on this theme. Pupils are beginning to make maps of their routes and of their local area. They make good use of photographs of local features.
122. In Key Stage 2 in Year 3, pupils build on previous experiences, showing an increasing understanding of the features of their location. This is contrasted with their work about India. The pupils make searching comparisons between the strengths and weaknesses of living in remote areas, where the doctor is over 30 miles away, but everybody works together. They make reasoned and sustained studies of the weather and begin to notice patterns and features. In Years 4, 5 and 6, pupils continue to develop their mapping skills steadily and they make good use of information technology in Year 4 to consolidate their learning. By Year 6, pupils are confident with regard to co-ordinates, they plan safe routes for example using grids and squares. They map postal routes, calculating distances to scale. Pupils know and explain the development of a river by using their diagrams of direction of flow, erosion, oxbows and flood plains. They name accurately the significant rivers of the world on a map.



123. The overall response of the pupils is good in lessons and they behave very well. They enjoy the geography elements of the topics, concentrate and take care with the presentation of work. Parent helpers comment on their good behaviour when pupils make visits and carry out field work in the community, as well as when working in groups using related information technology.
124. Teaching of geography is satisfactory in half the lessons seen and very good in an equal number. Teachers plan topics well to include geographical elements and these are presented in a meaningful way to the pupils, which help them to develop their skills of enquiry. For example, basic map skills are introduced through the routes pupils take to the shops and from home to school. Lessons are planned to include an interesting range of activities and good use is made of reference materials to help pupils extend both their literacy and geographical skills. There is a very well thought out geography policy and scheme of work enhanced by a published scheme, which supports non-specialist staff well. Cross-curricular links with many other subjects are effective and include links with science and history, religious education, art and mathematics. The subject is very knowledgeable and enthusiastically led by the co-ordinator. Teachers use the good range of resources well, including the locality, visits further afield and the residential visit for Year 6 pupils. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

## **History**

125. Only lessons in Key Stage 2 were seen during the inspection week. However, evidence from these, discussion with pupils and staff, scrutiny of learning and previous work indicate that pupils, including those with special educational needs, make satisfactory progress through the school in all aspects of history.
126. In Key Stage 1, younger pupils identify differences between past and present, for example, in the way that homes are lit. They begin to find out how jobs have changed over time by looking at pictures and artefacts and comparing what they see with their own experience. Older pupils find out about school life in the time of the parents and grandparents by questioning adults and identifying changes. Following a visit to Weymouth, they consider in what ways seaside holidays were different a hundred years ago and begin to think of reasons for this.
127. Pupils in Year 3 begin to ask appropriate questions about Roman life in Britain. They improve their understanding of how artefacts can be used to tell us about the past. Year 4 pupils build on this when using portraits to find out more about Henry VIII. Through this they begin to learn about different interpretations of history. A few higher attaining pupils, for example, were able to suggest why Holbein's portrait of the king may not be reliable. In Years 4 and 5, pupils extend their knowledge and understanding of past societies when studying aspects of life in ancient Greece and in Victorian Britain. When beginning a topic about the Second World War, Year 5 pupils raise sensible historical questions on which to base their work. By Year 6, pupils confidently select and organise historical information from a wide range of resources including books, photographs, videos and CD-ROMs. When learning about changes in life styles over the last 50 years, they suggest a good variety of reasons for the large increase in the number of car owners.
128. Pupils respond well in lessons. They take a pride in presentation of their work and talk with interest about it. Many are keen to offer relevant ideas and to answer questions. They behave well in class and co-operate very well indeed with each other in both written and oral group work. They respond very well to opportunities that they are given to make choices about the organisation of their work. They settle quickly to their work and sustain concentration well.
129. In the lessons seen the quality of teaching was good. Teachers use good questioning skills both to consolidate pupils' earlier work and to extend their thinking. A good example of this was seen in a Year 4 lesson about Henry VIII, where particularly well structured questioning improved pupils' skills in interpreting written and visual sources. They make effective use a good range of resources, which are well chosen to stimulate the interest of pupils and to support the objectives of the lesson. Good use is made of visits such as those to Montacute House to extend pupils' knowledge and empathy with the past. A particular strength is the consistent, focused way in which teachers make use of opportunities in the subject to develop pupils' skills in non-fiction writing. As a result many pupils make good progress in developing research skills and in the way that they select, organise and present historical information. A good example of this was seen in a Year 5 lesson where the teacher made particularly good use of a planning sheet to help pupils structure and organise their research into different aspects of life in wartime Britain. In a Year 6 lesson the teacher gave a very effective demonstration on how to use a CD-ROM efficiently to support lines of enquiry. Although teachers make effective use of a well structured scheme of work in their half termly planning, some weekly

planning is brief and does not make clear the key learning objectives of lessons. This is reflected in the undemanding nature of some past written work.

130. The co-ordinator manages the subject well, although she has little opportunity for monitoring teaching. Good attention is given to the development of historical skills across the school. Relevant links on the other subjects such as religious education and geography, which, together with regular visits, enhance the breadth of pupils' learning across the curriculum. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

### **Music**

131. Pupils' progress in Key Stage 1 is satisfactory. By the end of the key stage, pupils sing in tune and have a sound understanding of pitch, rhythm and tempo. They perform together satisfactorily, accompanying themselves with actions, as in the key stage hymn practice where pupils indicate pitch with their hands when singing scales and simple tunes unaccompanied. Knowledge and use of musical terms is built up systematically and by the end of the key stage, pupils know the names of a variety of simple instruments. Progress is also satisfactory in Key Stage 2. Pupils learn how to sing more complex songs and show real enjoyment when doing so, as in the Year 3 lesson where pupils sing 'Dr Knickerbocker' with accompanying actions. In Year 6, pupils discuss the moods created by a piece of music, as in the lesson based on war time jingles, and compose slogans of their own in similar vein. Pupils build up a satisfactory appreciation of music from a variety of cultures, enhanced by the visits of specialists, as during the session held by a visitor from South Africa who played instruments and told stories. Pupils' knowledge of music and their listening skills are further enhanced by the music played by teachers during the quiet times built into the day. This also contributes well to their spiritual, moral, social and cultural development. Pupils with special educational needs make satisfactory progress relative to their individual abilities.
132. Pupils' attitudes to music throughout the school are good. They listen carefully to their teachers and engage in activities eagerly. They co-operate well and exhibit pride in their final performances. Real enjoyment of singing is evident and this often extends beyond the lessons into assemblies. Relationships between pupils and teachers are very good and pupils generally behave very well in lessons.
133. The quality of teaching is satisfactory, sometimes good. In the most effective lessons, teachers show good subject knowledge, their planning is sound and enhances the basic purchased scheme of work. Teachers question the pupils perceptively. They maintain a good balance between explanation, questioning and practical activity. They manage pupils well and day-to-day assessment of the pupils is satisfactory. Many teachers show personal enjoyment of the lessons, which helps to enthuse the pupils.
134. The curriculum is broad and balanced and based on a purchased scheme. All staff were given support by the subject co-ordinator on its introduction and it is now well established. Teachers' planning is monitored, but the co-ordinator is not at present able to share her expertise by providing further in-class support for the development of colleagues, particularly in the area of composition, which is the weakest strand covered. Assessment opportunities are not consistently used to inform future school planning. Resources are satisfactory and support the purchased scheme, however the use of information technology is underdeveloped. There is a school choir and recorder groups for pupils from Year 2 upwards. A peripatetic teacher visits the school one day a week and provides good individual piano teaching, teaches one recorder group and plays the piano in Key Stage 2 hymn practice. Music performances are given by a range of pupils and include a carol service, the Key Stage 1 nativity play and a production of Oliver. All these activities enhance the music provision and contribute well towards the pupils' musical development, maintaining the satisfactory standards noted in the previous inspection.

### **Physical education**

135. By the end of Key Stage 1, pupils, including those with special educational needs, make sound progress. They develop suitable control, co-ordination and awareness of space. They travel lightly in a variety of ways by walking and running, varying speed and weaving and dodging. At the beginning of Year 2, they change pace and direction and run or walk to a fixed point developing a sequence of action. They stretch, curl and bend and are quick, agile and generally well co-ordinated. Pupils listen well to given instructions and respond safely. They make good progress in ball skills, for example, throwing, catching, controlling and are

beginning to participate successfully in team games. Pupils with special educational needs are confident in physical education as their needs are well supported by their learning assistants.

136. By the end of Key Stage 2, progress is good overall and in some lessons seen, it is very good. Pupils develop and extend their ball skills systematically as they move through each class. In Year 3 pupils are beginning to control a football and dribble between cones or to and from partners, increasingly accurately. By Year 6, skills have developed well and pupils throw, and catch cross body, at speed and at increasing distance. They understand that there are correct holds and stance depending on the sport being played and are responsive and fair in their team games. The pupils sustain energetic exercise over an extending period of time.
137. The response of the pupils to the subject is good. Across the school, pupils have high levels of enjoyment and enthusiasm for the subject. Pupils' responses are positive and they join in confidently at their own level. All pupils work sensibly with a good awareness of safety routines, for example, when they help each other and the teacher to carry equipment together or play games at speed. They are aware of the importance of "warm-up" and "cool-down" routines. The combination of gymnastics, dance, games, athletics, dance, cross country and sports days, all play an important role in the pupils' physical, social and moral development. Behaviour overall is good in physical education lessons, at times, very good. All pupils take part in lessons to the best of their ability and there is equal participation by boys and girls of all abilities.
138. Teaching is satisfactory at Key Stage 1 and, at Key Stage 2 it is very good, especially where teachers display good subject expertise. They organise activities well, adapting their methods effectively to meet pupils' immediate needs. Teachers also have good management strategies for engaging pupils' interests. Discipline is good and relationships between teachers and pupils and between pupils are excellent. Pupils are given good opportunities to demonstrate and evaluate their own and others' performances in order to improve their techniques. The teaching of ball skills to ensure correct balance, footwork and hand/eye co-ordination is particularly good. The pace of lessons is brisk and every moment of the lesson time is fully used to provide physical challenges. Teachers' competence overall reflects secure knowledge of the subject. All teachers seen set a good example in the way they change for physical education lessons and, where they are confident, often lead enthusiastically by demonstration.
139. The management of the subject is very good. The co-ordinator has been very successful in maintaining the high level of provision for physical education and in bringing in outside funding and coaching. Parents' support is also well deployed. Provision overall for physical education, including dance, is good at Key Stage 1 and very good at Key Stage 2. Tuition in swimming takes place for pupils in Key Stage 2 in the summer term in accordance with requirements and pupils at this stage also enjoy experiences in the outdoor and adventurous elements of the subject. Since the previous inspection, overall standards have been improved at Key Stage 1 and the high standards evident at Key Stage 2, have been maintained. The range of learning resources to meet the requirements of games has been improved; the quality of resources is high. The curriculum is enriched and extended through a very good range of extra curricular sport, dance, orienteering and cross country as well as a residential experience supporting the physical education curriculum.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

140. Four inspectors spent a total of 14 days inspecting the work of the school. The team observed 57 lessons in whole or in part. Daily assemblies were attended as well as many registration periods. In addition to time spent in lessons, inspectors talked to pupils about their work, and reviewed their books and work around the school. Pupils' behaviour in the playground, in the hall and around the school was observed. Inspectors heard a sample of pupils from all classes read aloud. This amounted to a total of 61 hours.
141. Discussions were held with members of the governing body. Interviews were held with the headteacher, deputy headteacher and other members of staff who have responsibilities for subjects and aspects of the school. Informal discussions were held with many pupils in lessons, at play times and around the school. The inspection team also scrutinised the minutes of governors' meetings, curriculum and other policy documents, financial statements, attendance registers, teachers' plans, pupils' records and reports.
142. Before the inspection two members of the inspection team conducted a meeting attended by 14 parents and an analysis was made of the 38 parental questionnaires returned.

## 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 – Y6	181	3	42	17

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

8
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Number of pupils per qualified teacher:

22.6
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#### Education support staff (YR – Y6)

Total number of education support staff:

5
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Total aggregate hours worked each week:

99
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Average class size:

26
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### Financial data

Financial year:

1998/9
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	£
Total Income	301,617
Total Expenditure	315,561
Expenditure per pupil	1,687
Balance brought forward from previous year	24,713
Balance carried forward to next year	10,769

## PARENTAL SURVEY

Number of questionnaires sent out:

183

Number of questionnaires returned:

38

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	29	63	8	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	47	0	8	0
The school handles complaints from parents well	8	39	29	8	0
The school gives me a clear understanding of what is taught	8	71	5	16	0
The school keeps me well informed about my child(ren)'s progress	29	47	16	5	3
The school enables my child(ren) to achieve a good standard of work	21	58	16	5	0
The school encourages children to get involved in more than just their daily lessons	26	58	3	11	3
I am satisfied with the work that my child(ren) is/are expected to do at home	29	45	11	13	0
The school's values and attitudes have a positive effect on my child(ren)	29	50	16	5	0
The school achieves high standards of good behaviour	29	37	21	11	0
My child(ren) like(s) school	45	42	11	3	0