

## **INSPECTION REPORT**

**MARTOCK CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Martock  
LEA area: Somerset

Unique Reference Number : 123856

Headteacher : Michael Coyne

Reporting inspector : Rosemary Kemble - 21208

Dates of inspection : 19th - 22nd October 1999

Under OFSTED contract number: 707762  
OFSTED inspection number: 187279

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

© Crown Copyright 1999

*This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.*

*Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.*

## **INFORMATION ABOUT THE SCHOOL**

Type of school :	Infant and Junior School
Type of control :	Voluntary Aided
Age range of pupils :	4 to 11
Gender of pupils :	Mixed
School address :	Elmleigh Road Martock Somerset TA12 6EF
Telephone number :	01935 823486
Fax number :	01935 823652
Appropriate authority :	The Governors of Martock School
Name of Chair of Governors :	Mr Ray Edwards
Date of previous inspection :	25th April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Rosemary Kemble - Registered Inspector	Under Fives; Information Technology; History; Art	Teaching; Leadership and management
Paul Widdowson - Lay Inspector	Equal Opportunities	Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation and learning resources
Michael Duggan - Team Inspector	Mathematics; Physical Education	Attainment and progress; The efficiency of the school
Barbara Jones - Team Inspector	Special Educational Needs; English; Music	Pupils' spiritual, moral, social and cultural development
Peter Dexter - Team Inspector	Science; Design and Technology; Geography	The curriculum and assessment

The inspection contractor was:

Salter Baker & Associates (Education) Limited  
Drayton House  
Oving  
Chichester West Sussex PO20 6EW  
Tel: 01243 780805

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

## Paragraph

### MAIN FINDINGS

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

### KEY ISSUES FOR ACTION

### INTRODUCTION

Characteristics of the school 1 - 5  
Key indicators

### PART A: ASPECTS OF THE SCHOOL

#### Educational standards achieved by pupils at the school

Attainment and progress 6 - 13  
Attitudes, behaviour and personal development 14 - 19  
Attendance 20

#### Quality of education provided

Teaching 21 - 28  
The curriculum and assessment 29 - 39  
Pupils' spiritual, moral, social and cultural development 40 - 44  
Support, guidance and pupils' welfare 45 - 53  
Partnership with parents and the community 54 - 62

#### The management and efficiency of the school

Leadership and management 63 - 68  
Staffing, accommodation and learning resources 69 - 74  
The efficiency of the school 75 - 77

### PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 78 - 88  
English, mathematics and science 89 - 124  
Other subjects or courses 125 - 171

### PART C: INSPECTION DATA

Summary of inspection evidence 172 - 176  
Data and indicators

## MAIN FINDINGS

### What the school does well

- Pupils speak highly of the educational opportunities provided, of their Headteacher and of their teachers.
- There is a happy, purposeful atmosphere in the school.
- The Headteacher leads his team very well, giving excellent educational direction.
- The school building is well maintained and is bright and attractive with displays.
- Information and communication technology provision is impressive.
- Pupils are given a very good start in their Reception classes.
- Staff are professional, hard-working and form a mutually supportive team.
- Pupils are well-behaved and all relationships are very good.
- Planning is coherent and effective with lesson objectives shared with the pupils.
- Teaching in all lessons seen was at least satisfactory. Much was seen that was good and a number of exemplary lessons were seen.
- The school has successfully implemented the Literacy and Numeracy strategies.

### Where the school has weaknesses

- I. Recently developed assessment procedures are not yet fully used to set targets for individual children, with the exception of those for children with additional educational needs, which are very carefully prepared.
- II. The size of the classrooms at upper Key Stage 2 presents challenges for the delivery of some aspects of the curriculum.
- III. The Deputy Headteacher and subject co-ordinators have at present insufficient opportunities to monitor the classroom practice of colleagues.

Although the school has some weaknesses, these are well outweighed by its strengths. The weaknesses will be dealt with through the Governing Body's action plan, which will be sent to all parents or carers of children attending the school.

## How the school has improved since the last inspection

- IV. The support for children with additional educational needs is now extremely good.
- V. The school has concentrated effectively on linking teaching and learning and developing each through effective shared planning.
- VI. The school now has a networked information and communication technology suite.
- VII. There is improved provision for and motivation in sport.
- VIII. The grouping and setting of pupils facilitates effective teaching and learning.
- IX. Results of national tests are now analysed to improve performance through group targets.
- X. There have been good recent developments in assessment procedures.
- XI. The rate of attendance has shown marked improvement.

Since the last inspection the school has had a relatively recent change of Headteacher. Improvements reflect the commitment of the Headteacher, the staff and the Governing Body.

Given the determination of all concerned with the school, there is good capacity to further raise standards.

### 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	<p style="text-align: center;"><b>Key</b></p> <p><i>well above average</i>     A</p> <p><i>above average</i>         B</p> <p><i>average</i>                     C</p> <p><i>below average</i>          D</p> <p><i>well below average</i>     E</p>
Mathematics	C	D	
Science	D	D	

It shows that the standards achieved by pupils at age 11 in 1998 in English are in line with the national average and with those achieved by children in similar schools.

For Maths the standards achieved by 11 year olds in 1998 were broadly in line with the national average but were below average when compared with schools of a similar type.

Overall standards in science in 1998 tests were below average when compared with schools nationally and with those of a similar type.

1999 results show much improved results in all core subjects.

Attainment on entry to the school is below the county average and below the average nationally, although there are a few children with higher social and language skills.



## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 11 years
English	very good	good	good
Mathematics	very good	satisfactory	good
Science		good	good
Information technology	very good	satisfactory	good
Religious education			
Other subjects	very good	at least satisfactory and often good	at least satisfactory and often good

All teaching was at least satisfactory. Much was seen that was good and some excellent lessons were seen.

*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	Good. Pupils are polite and friendly.
Attendance	Attendance is very good.
Ethos*	Very good. The school functions as a purposeful and harmonious community.
Leadership and management	Very good. Excellent educational direction is provided by the Headteacher.
Curriculum	Good. Generally broad and balanced. There is a very wide range of extra-curricular activities.
Pupils with additional educational needs	The co-ordinator for additional educational needs and teaching assistants make an invaluable contribution to the very good additional needs provision, enabling their pupils to make good progress.
Spiritual, moral, social & cultural development	The provision for social development is good and for moral, spiritual and cultural development it is very good.
Staffing, resources and accommodation	Good use is made of available personnel. The accommodation is attractive and well-maintained but there is variation in classroom size. Resources are generally good.
Value for money	The school gives good value for money.

\* *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
XII. There is a good atmosphere.	XVIII. Some parents feel that there has been a change in the way in which it was marked.



<p>XIII. Pupils enjoy coming to school.</p> <p>XIV. The Headteacher cares about the children and motivates both them and the teaching staff.</p> <p>XV. Parents feel that they can approach teachers and that the information about their children's attainments is available to them.</p> <p>XVI. Children are encouraged to succeed and motivated to excel in all areas.</p> <p>XVII. There is increased provision for sport.</p>	<p>XIX. A small number of parents felt that they</p>
---	--

The inspection team agreed with the positive comments made by parents. The team felt, however, that parents were well provided with information about their children's progress. The school's policy on homework has been only recently put in place and there remain some inconsistencies in its implementation, which are currently being addressed.

### KEY ISSUES FOR ACTION

In order to further raise standards, the Headteacher, Governing Body and staff with the support of the local education authority will need to :

- XX. continue to develop, monitor and extend the link between the effective assessment procedures and target-setting for individual children. (Paragraphs 37, 99, 121).
- XXI. review the use of the classroom and work areas at upper Key Stage 2. (Paragraph 73).
- XXII. allow more non-contact time for the Deputy Headteacher and co-ordinators to complete specific monitoring and development tasks. (Paragraphs 33, 72, 122, 143, 148).

In addition to the key issues above, the following weaknesses, which the school has already begun to address, should also be considered for inclusion in the action plan:

- XXIII. the teacher assessment of pupils in science at the end of Key Stage 1. (Paragraphs 8, 37, 116).
- XXIV. the allocation of time to science (Paragraph 123).
- XXV. inconsistency in marking (Paragraphs 99, 121, 146).

## **INTRODUCTION**

### **Characteristics of the school**

1. Martock Voluntary Aided Church of England Primary School is situated in the village of Martock and occupies a modern, purpose-built building. It serves the village of Martock and a number of surrounding hamlets. Some pupils come from other villages but a number of children from Martock attend private schools and other smaller schools locally. There are 317 pupils, almost equal numbers of boys and girls, on roll with 12 full-time teachers and one part-time teacher.
2. Pupils come from a wide variety of backgrounds. Some come from homes where they are well supported, whilst others are less fortunate and there is a measure of deprivation. A proportion of the pupils come from owner-occupied housing but there is also a high proportion who come from local authority, housing association and privately rented homes. A number of pupils come from a local permanent site for travelling families, whilst yet others are from service families who are on home postings in the neighbourhood.
3. Attainment on entry is generally below the county and national average but a few children have higher social and language skills. Almost all attend one of the local playgroups whilst a small minority attend private Nursery schools. There are no pupils in the school who have English as an additional language but 50 children, one sixth of pupils, are on the school's register of additional educational needs. 4.4% of pupils are registered as entitled to free school meals but much local work is casual, self-employed or seasonal.
4. The school's stated aim is to nurture children in a secure and caring atmosphere, to develop in them an understanding and concern for their peers, a sense of fairness and a set of values that will make them caring members of the school community and later the wider community.
5. The school's recent educational aim has been to focus on raising standards in both teaching and learning.

## 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	26	22	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	25	22	20
	Girls	22	21	25
	Total	47	43	45
Percentage at NC Level 2 or above	School	98	89	94
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23	25	23
	Girls	22	22	21
	Total	45	47	44
Percentage at NC Level 2 or above	School	93	98	92
	National	81	85	86

### Attainment at Key Stage 1<sup>2</sup>

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

Year	Boys	Girls	Total
1999	21	18	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	21	20	20
	Girls	17	17	15
	Total	38	37	35
Percentage at NC Level 2 or above	School	97	95	90
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	21	20	17
	Girls	17	15	20
	Total	38	35	37
Percentage at NC Level 2 or above	School	97	90	95
	National	82	86	87

### Attainment at Key Stage 2<sup>3</sup>

- 
- 1 Percentages in parentheses refer to the year before the latest reporting year  
 2 Percentages in parentheses refer to the year before the latest reporting year  
 3 Percentages in parentheses refer to the year before the latest reporting year

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

Year	Boys	Girls	Total
1998	12	22	34

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	8	10
	Girls	14	12	12
	Total	23	20	22
Percentage at NC Level 4 or above	School	68	53	65
	National	65	59	69

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	8	11
	Girls	15	12	13
	Total	24	20	23
Percentage at NC Level 4 or above	School	71	53	71
	National	65	65	71

## Attainment at Key Stage 2<sup>4</sup>

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

Year	Boys	Girls	Total
1999	25	28	53

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	17	23
	Girls	24	20	21
	Total	42	37	44
Percentage at NC Level 4 or above	School	81	70	83
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	17	23
	Girls	24	20	21
	Total	42	37	44
Percentage at NC Level 4 or above	School	81	70	83
	National	68	69	75

## Attendance

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

		%
Authorised Absence	School	3.6
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	0
Permanent	0

<sup>4</sup>

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

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	31
Satisfactory or better	100
Unsatisfactory	0

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

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

#### **Attainment and progress**

6. Children enter school with below average attainment and they make very good progress to achieve the nationally recognised Desirable Learning Outcomes by the time they are five. Standards of literacy and numeracy are similar to those of most children of that age with some higher attainment. Children are learning to speak with confidence and to listen attentively. They handle books well and enjoy sharing them. The majority recognises colours, shapes and numbers, and some count up to 10. Their knowledge and understanding of the world is extended as are their creative and physical skills. Almost all are well prepared to start the National Curriculum when they are five. Baseline assessments are carried out within the first half of the term of entry into school.
7. Inspection suggests an upward trend in standards of attainment since the last inspection and particularly in the last year in all core subjects.
8. The results of the national tests in 1998 indicated that the percentage of pupils reaching Level 2 or above at the end of Key Stage 1 was above average in reading, writing and mathematics. The percentage of pupils, 31%, attaining the higher Level 3 was also above in reading but below in writing and well below in mathematics. Compared to similar schools, reading was well above average and writing and mathematics about average for pupils achieving Level 2 or above. Teacher assessment in science showed that the number of pupils attaining Level 2 was above the national average, but below at Level 3. Inspection suggests that this indicates an under-assessment of pupils' attainments, which the school is currently addressing. Results in the 1999 tests for reading and writing are similar to the previous year for pupils reaching Level 2 or above, but significantly better for pupils achieving the higher Level 3 in mathematics. The teacher assessment science results mirror those of 1998. During the past three years attainment in reading has been above average and about average for writing and mathematics when compared nationally, but with boys out-performing girls in writing.
9. At Key Stage 2 the percentage of pupils who reached the expected Level 4 or above in the 1998 national tests was close to the national average for English and science, but below in mathematics. Compared to schools with a similar background results in English were about average and mathematics and science below. Taking all the core subjects together from 1996 to 1998 the performance of pupils was close to the national average with girls in the school out-performing boys in English. The 1999 tests reveal a significant percentage increase in the number of pupils achieving Levels 4 and 5 in English and mathematics. Science results are much improved compared to the previous year. Overall standards in English, mathematics and science have improved steadily since 1997. The good 1999 results indicate that the trend in progression throughout the school continues to be upwards. The collation of evidence during the inspection, which included lesson observations, examination of pupils' work and discussions with pupils, indicates that attainment at both key stages in English is above average and about average for mathematics. In literacy and numeracy all pupils including those with additional needs are achieving at least satisfactory standards for their ability and many are achieving standards which are good or very good. In science attainment is close to average at Key Stage 1 and above average at Key Stage 2.
10. Attainment in information technology is in line with national expectations at Key Stage 1 and above at Key Stage 2; the pupils are making good progress.
11. Pupils with additional educational needs make good progress in both key stages. These pupils are supported well with realistic targets being set for them.

12. Pupils' progress in literacy and numeracy across the curriculum is good. The school has set itself realistic targets for further improving attainment and is well set to meet them. Progress in science is good at both key stages. In art and history at both key stages and physical education, French and music at Key Stage 2 progress is good. In geography and design technology it is satisfactory at both key stages and it is satisfactory at Key Stage 1 for music and physical education.
13. Pupils with additional educational needs are achieving standards in line with the aims of their individual work programmes. Some have exceeded expectations and are attaining National Curriculum levels appropriate for their age groups. Progress is good in both key stages with improvement evident from work records and observation.

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

14. Pupils throughout the school continue to have good attitudes towards learning which make a positive contribution to attainment and allow pupils to make good progress. In the majority of lessons pupils are very enthusiastic and keen to learn. They show enjoyment in all areas of the curriculum including the Literacy Hour and numeracy activities. Pupils are co-operative and are able to share resources and to take turns. In the majority of lessons they are prepared to attempt problems confidently but ask for help when necessary. The relationships between pupils and with staff are a strength of the school and create a good learning environment. The under fives in particular are given the opportunity for independent learning which makes a valuable contribution to their very good progress.
15. Behaviour in the classroom continues to be good. In the majority of lessons pupils are attentive and listen to instructions. They are able to work well independently and collaboratively in pairs and small groups. Movement around the school is orderly and pupils are polite and courteous, holding doors open for visitors and saying "please" and "thank you". In the playground, pupils play happily together and there is no evidence of bullying, harassment or isolation. During lunch time, behaviour is excellent and the children are well mannered and enjoy their lunch in a very good social atmosphere which is very effectively supervised.
16. The pupils' personal development has improved since the last inspection and is now good. All pupils are given the opportunity to take class registers to the office and as they move through the school, individual responsibility increases. In Years 5 and 6 pupils carry out specific tasks as library monitors, ringing the bell at playtime, setting out the hall for assembly and distributing letters to be taken home to parents. Residential visits in Year 4 and in Year 6 provide pupils with the opportunity to develop self confidence and independence and for the older children to develop team work and organisational skills.
17. Pupils are encouraged to use the information technology suite and the village library to develop their independent learning skills and research information to support topic work. The conservation areas and the Butterfly Garden are also used for field work studies in geography and by the Gardening and Ornithology Club which encourage care for the environment. The very good provision of extra curricular activities gives pupils the opportunity to broaden their knowledge and skills in a wide range of after school clubs.
18. The school supports a designated charity each year and the pupils often choose their own charity in response to a specific event. Last year the pupils raised money for cardiac research to commemorate a pupil who died. Pupils also have links with a school in Zambia for which they have collected pens and crayons which are sent out through the local church. The school also visits local residential homes and day centres where they perform music and drama for the elderly residents. These activities make pupils very aware of others less fortunate than themselves and give them the opportunity to meet people from a different generation, contributing to the development of citizenship and social awareness.



19. Pupils with additional educational needs generally respond well to discipline though a small proportion with behavioural problems have difficulties of self-control, unless working with a support worker on a one-to-one basis. Good achievements are made in personal development across the age groups. Older pupils show a growing sense of maturity towards their education. Attitudes towards work and all school activities are very positive.

19.

#### **Attendance**

20. Attendance at the school has improved significantly since the last inspection and is now very good with an extremely low rate of unauthorised absence. Lessons start punctually throughout the day and the majority of pupils come to school on time. Very good attendance and good punctuality have a positive impact on attainment and progress.

### **QUALITY OF EDUCATION PROVIDED**

#### **Teaching**

21. The teaching team at Martock is hard-working, committed and effective. All teachers, including the Reception staff, know their pupils well as individuals and relationships are good. Staff have satisfactory subject knowledge in all areas of the curriculum, which is supplemented by good specialist knowledge to provide an effective learning environment for all pupils including those with additional educational needs.
22. There is good use of the team of very able support assistants to work with individual children.
23. The recent thrust in the school's development has been to integrate, plan for and raise the effectiveness of both teaching and learning. This has been well achieved. The impact has been a raising of professional awareness and of standards of attainment. Teachers have high but realistic expectations of their pupils.
24. Older pupils showed great maturity and insight in expressing the view that they are offered well-planned, interesting lessons. They are consistently made aware of the objectives of lessons and this gives them purpose in their studies and an understanding of what their teachers are aiming to achieve. This effective partnership between teachers and pupils ensures that pupils work hard to meet the high expectations of their teachers and discipline is almost always well maintained.
25. Homework is used well in some subjects such as English but it is not used consistently in all classes and groups. The school has recognised this and has recently put in place a new policy.
26. Planning has been a recent focus within the school and has shown much improvement since the last inspection. It is now of a high order and takes place at appropriate levels, depths and times. For example, whilst individual daily lesson plans are the province of the class or set teacher, planning for paired or grouped classes by all the teachers concerned helps to ensure appropriate tasks for all groups of pupils together with a parity of opportunity. Overall strategies and long term planning are shared among the whole staff to ensure continuity, progression and shared approaches. Methods and organisational strategies are also shared and are monitored by the subject co-ordinators to endeavour to build on individual strengths and to evaluate the impact on raising standards. Co-ordinators also monitor well the targets set for pupils with additional educational needs and those set for groups of pupils. The school has recently begun to set individual targets in some subjects and classes.

27. All teaching seen was at least satisfactory and much was seen that was good or very good. A number of exemplary lessons were seen at both key stages and for the under-fives; in these teachers showed a confidence in subject knowledge and an understanding of the developmental levels of the pupils in their care. The introductory sessions were stimulating and invited the opinions and judgements of the children. They were allowed to be creative and given some autonomy in their work. Generally teachers use time and resources well but in a few lessons teachers extended introductory sessions when pupils were eager to begin their own investigations, with the result that momentum was lost and pupils' interest flagged. At present there are few opportunities for co-ordinators with specialist subject knowledge to monitor lessons and suggest development strategies for teaching and learning.
28. The teachers have worked effectively with the Headteacher and assessment co-ordinator to set in place effective assessment procedures and use them to inform planning and set targets for specific teaching groups. The school has recognised as the next step for development the refining of assessment strategies to set targets for individual pupils.

### **The curriculum and assessment**

29. The curriculum, which is generally balanced and broadly based, contains all the subjects of the National Curriculum and religious education. In addition French is taught to the older pupils at Key Stage 2. The majority of curriculum time (66%) is used for the core subjects of English, mathematics and science at both key stages, with the rest of the time divided almost equally between the remaining subjects. The literacy and numeracy strategies are used effectively in all classrooms to develop the recommended skills. The school has developed and implemented successful policies for pupils with additional educational needs, early years, pupil management, assessment, record keeping and marking. Education concerning the dangers of drugs misuse, health and sex education are included appropriately in the overall personal, social and health education policy. The areas of learning for the youngest pupils are organised imaginatively to a consistently high standard in the Reception classes.
30. The curriculum is effectively monitored by the Governing Body through its curriculum committee and through governors with specific responsibilities such as additional educational needs and literacy.
31. The school provides equality of access for all pupils to make good progress in the curriculum, although a small number of more able pupils are still not challenged fully in some subjects on some occasions. Work is planned for the different ability groups in each class, and teachers have clear expectations of what pupils need to know or understand by the end of the lesson. Careful planning ensures that work is matched to the age of the pupils in the mixed age classes and the two year cycle of activities eliminates any possibility of repetition. Pupils are assessed and all class teachers monitor the progress of their pupils closely.
32. The school's provision for pupils with additional educational needs is good. The register for these pupils is detailed and kept up to date. Appropriate individual education plans are prepared, which have clear and realistic targets for the pupils. Resources are matched to pupils' needs and the learning assistants, together with the additional educational needs co-ordinator, give very good support during the school day. Work during the literacy and numeracy sessions is matched well to the differing abilities of the pupils.
33. The quality of the long and medium term plans is now good and still improving. All subjects now have appropriate schemes of work, linked to the National Curriculum and organised over a two year cycle. The literacy and numeracy sessions follow the recommended national strategies closely. Year groups plan together and this planning is supported and evaluated by the subject co-ordinators and the Headteacher. The daily lesson plans, which all contain learning objectives, are

good. These structures have begun to ensure there is continuity and consistency for all pupils as they progress through the school. However, opportunities for co-ordinators to observe classroom teaching in their subjects are limited at present.

34. The issues raised in the previous inspection report concerning mixed age classes, the planning of learning to identify clearly the outcomes for pupils, and the review of the curriculum to provide a more balanced and coherent framework at Key Stage 2 have been addressed successfully.
35. After school or lunchtime activities are very popular. The very good wide range of extra curricular activities include music, environmental studies, sport, patchwork and science. These are supplemented by pay and participate activities which have included tennis, basketball, football and cricket skills, the coaching in these sports being provided by well qualified parents or local organisations such as Somerset County Cricket Club.
36. The school fulfils its statutory responsibilities in assessment and carries out end-of key stage tests and other voluntary end-of-year tests.
37. There is a sound policy and satisfactory systems for assessment, recording and reporting which were becoming bulky and increasingly difficult to manage. Staff are now in the process of updating both. Assessment procedures have already improved since the Deputy Headteacher became the co-ordinator earlier this year, due to the long term absence of the previous member of staff responsible for assessment. The assessment policy has been revised and a number of initiatives begun to streamline and update the processes. These initiatives include a new marking code, better analysis of test results to set targets for group improvements and closer attention to the setting and review of learning objectives for all lessons. Portfolios of work for individual pupils in English, mathematics and science are developing well and these are being used to establish whole school collections of work which have been assessed using the National Curriculum level descriptions. However, in the past these have been insufficiently used to establish accurate levels of attainment at the end of Key Stage 1 in science with the result that levels awarded do not always reflect high attainment. The school has recognised this and is looking closely at its procedures for moderation. The school is in the early stages of establishing a computerised database so that targets can be set for individuals, and their progress monitored from Reception through both key stages. At present assessment procedures are not fully used for individual pupils, with the exception of those pupils with additional educational needs. Although these initiatives have yet to have their fullest impact they are already beginning to play a part in the raising of standards.
38. An improvement in the assessment and recording of pupils' work so it informs teaching more effectively was recommended in the previous inspection report. The school has made good recent progress in its response to this key issue for improvement.
39. Pupils with special educational needs have equal access and opportunity across the curriculum. Targets from individual programmes are integrated satisfactorily within teachers' planning. Pupils are effectively integrated into all areas of development. On-going assessment procedures allow for individual development. There is excellent liaison between the co-ordinator, learning support assistants and all staff.

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

40. The school promotes well all aspects of spiritual, moral, social and cultural development.
41. Provision for spiritual development is very good. Daily acts of worship entirely fulfil national requirements and are conducted by staff and local church leaders. They incorporate a rich pattern of experience, reflecting the caring and thoughtful nature of the school and placing a value on each child's contribution to the community. Throughout the curriculum and the life of the school

Christianity is promoted but consideration is also given to the beliefs of others. Pupils are encouraged to think about the similarities and differences and understand the principles of other religions. They are taught to appreciate the good and beautiful aspects of the world. This is evident, for example, in music lessons, when pupils are asked to think about what they hear and in English when the subject of a story inspires quiet consideration or a new awareness.

42. Provision for moral development is also very good. Pupils are taught the difference between right and wrong from an early age. There is particular sensitivity towards caring for the environment ; care is taught for all natural things together with a respect for other people's property. A very clear school charter lists the rights of the individual, for example, to be treated with respect and kindness. A home-school agreement ,drawn up with the child's co-operation and incorporating all the values of the school is about to be instituted.
43. The provision for social development is good. The school organises many social occasions for interaction between groups of pupils, parents and members of the community. There are charity and community projects to encourage citizenship. The very good parent-teacher association welcomes help from pupils whenever possible in its fund-raising activities. Classes have a system of monitors for everyday tasks and the school has plans to develop this to give older pupils more responsibility for the younger ones.
44. Provision for cultural development is very good and the school works hard to extend this. Many connections are made with aspects of local and national culture. There are visits to places of historical interest, such as Montacute House, South Somerset museum, Glastonbury Rural Life museum, the local Treasurer's House and to Coldharbour Mill to take part in role play dealing with life in Victorian times. Pupils learn traditional songs and rhymes, listen to music from all areas of the British Isles and perform folk dances. Musicians learn to play songs from their own and other countries. Pupils also learn about other cultures from their studies in history and geography. There are many connections made in art, English and technology with other times and places. Music incorporates African dancing and Caribbean carnival. Children learned something of Romania this year when they collected tins of food for an orphanage for the Harvest Festival. A member of the local clergy has set up an exchange programme with a school in Zambia and there are links through a visiting teacher with a school in America. The school has a concern for multi-cultural aspects and endeavours to give to all its pupils an understanding of related issues.

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

45. The school provides good support and guidance for all its pupils and there is a caring environment which promotes positive attitudes towards learning. Staff know the pupils very well and are always accessible and responsive to their needs. Relationships between staff, including the Head Teacher and all pupils are very good and parents feel that this is a strength of the school. Pupils are always prepared to talk to staff if they have any problems or concerns they wish to discuss. Procedures for monitoring academic progress and personal development especially through regular staff team meetings are good.
46. Pupils with additional educational needs and traveller children in the school are very well supported and make good progress. The school has good links with outside support agencies, particularly with the education social worker and the Travellers' Support Service. Individual education plans help pupils to meet their targets and parents are involved in annual reviews.
47. Attendance registers are marked using a computerised system and there are clear and effective procedures for monitoring attendance. Registers are checked on a daily basis and statistics for each class are published every half term.
48. The school has an effective behaviour and discipline policy although it is to be rewritten in line

with the Head Teacher's most recent changes to its implementation. Pupils throughout the school are very aware of the standards of behaviour expected of them and have a clear understanding of right and wrong. Rewards and sanctions are applied consistently throughout the school by both teachers and non-teaching staff. Pupils are very proud to have their achievements chosen for inclusion in the Blue Book and these are subsequently announced by the Head Teacher during the Friday assembly. The strategies in place have a positive effect in establishing good behaviour and attitudes to learning. The school has an effective anti-bullying policy and bullying is not perceived as a problem by parents, pupils or staff. There is a named co-ordinator and a detailed child protection policy which contains advice and guidance to staff on how to recognise children who may be at risk.

49. Sex education is progressive throughout the school and the main focus in Years 5 and 6 is carried out in mixed sex groups with appropriate adult support. Drug awareness is covered in the personal, social and health education curriculum but the draft policy is currently under review. The school organises a 999 Emergency Services Day for Lower Key Stage 2 pupils which provides pupils with advice and guidance on how to deal with potentially serious and dangerous situations.
50. The school has clear procedures for dealing with accidents. Two members of staff are qualified first aiders and the majority of support staff have attended basic first aid training. There is good provision for supporting pupils with special medical needs and all staff are aware of procedures to be followed. The school discourages the dispensing of medicine in school although it is considered at the Head Teacher's discretion provided written authorisation from parents has been received.
51. Health and safety is the responsibility of the Buildings committee and the member of staff designated as site manager carries out regular inspections of the school with the health and safety governor. Any items requiring attention are recorded and discussed as agenda items at governors' meetings.
52. Procedures ensure smooth transition into the Reception class and on to secondary education. There are good links with local pre-school groups which the Head Teacher and the Reception teacher visit every year. There is an induction day for parents in the summer term and parents are actively involved in baseline assessment. The majority of Year 6 pupils transfer to Stanchester Comprehensive School with whom the school has very good liaison. The Deputy Headteacher visits the school and talks to children initially in Year 5 and again in Year 6, when they meet and talk in small groups. Pupils and parents are invited to an open evening in the autumn term and there is an induction day for pupils.
53. Pupils with additional educational needs are ably supported and guided in all aspects of their school life by a carefully structured strategy. Their welfare is of prime importance. They are well supported by outside agencies and the designated governor for additional needs.

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

54. Parents are very supportive of the school and the majority continue to be involved as partners in their children's education. The parents' contribution has a positive impact on the quality of education provided at the school.
55. Parents receive very good information through the school prospectus and the governors' annual report to parents, both of which are well presented and in accessible language. Regular newsletters provide good information on school events and activities. Pupils' annual reports provide good information on attainment and progress and there is some target setting.
56. There are parent consultation meetings held every term, although following comments by parents the evening to meet teachers at the beginning of the Autumn term has been replaced by newsletters specific to Reception, Key Stage 1, Lower and Upper Key Stage 2.

57. The school has made attempts to provide parents with information on the curriculum but presentations on the Literacy Hour and Additional Language Support have been poorly attended. The school plans to hold meetings on numeracy and information technology in response to parental requests. Parents have been consulted on a home-school agreement which will be ready for signing later this term.
58. Parents feel very welcome in school and all staff including the Head Teacher are always available to answer questions. About twenty parents and some local residents help in school on a regular basis and two parents have attended a course dealing with helping in school. Parents also help with school visits and residential trips and support the school's sports teams. The school has a very active parent teacher association which regularly raises in excess of £5,000 annually through a wide range of social and fund raising activities. Funds have been used to help to equip the information technology suite and to pay for coaches for school camps.
59. The school premises are used by the village netball team and the Under-10 football team and aerobics are held in the hall three times a week. The music resource room is used as a base for the Kids Out Club which provides pre-school and after-school care for pupils of the school and other local children.
60. The school has strong links with the local community, which promote citizenship and develops social awareness. Pupils visit the local church and ministers regularly come into school to conduct acts of worship. Through links with the church the pupils help to support a school in Zambia. The school raises money for a wide range of charities and at the Harvest Festival food parcels were sent to support orphans in Romania. There are also visits to the local day centre and residential homes where pupils perform music and drama to the elderly residents. The school has developed excellent sporting links and participates in a wide range of local tournaments and competitions. Somerset County Cricket Club, Yeovil Tennis Club and Martock Rugby Club and Netball team all support the school.
61. The school makes good use of local businesses to support the curriculum and pupils visit the village bakery, local farms and Martock Business Park. The conservation area sponsored by an international concern provides an excellent facility for geography field work and environmental study.
62. Most parents of pupils with additional educational needs support the children well. Relationships with parents and members of the local community are strong.

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

### **Leadership and management**

63. The school is very well managed. The Headteacher, who has been in post for only 18 months, gives excellent educational direction to the school and provides strong, calm leadership. He has clear vision as to what is to be achieved and what is needed to achieve this. He has raised the profile of planning which has had a direct and positive effect on teaching and learning. The re-organisation of the older children into sets for mathematics and English has had a dramatic impact on standards achieved and on the attitudes of both teachers and pupils to the lessons.
64. The Deputy Headteacher and co-ordinators support the Headteacher well and all staff work together for improvement in all areas of the curriculum. Teachers' planning is monitored by the co-ordinators and support and expertise are shared. At present co-ordinators have insufficient time to monitor and develop classroom practice. However, appraisal is taking place on a regular basis and influences planning for staff development. The co-ordinators for the Early Years ensure that the

well-planned induction programme is carried out and these children are consequently given a well-organised and effective start to their schooling. The co-ordinator for additional educational needs ensures that her well-qualified and hard-working assistants carry out their duties effectively and these children make good progress.

65. All non-teaching staff, both those who work within the classroom and those whose roles lie outside it, are committed to the school and work well as an effective and purposeful team. The administrative staff ensure that the school runs smoothly.
66. Pupils too play a part in the day-to-day running of the school, acting as monitors. However, many of these conscientious children, especially the oldest in the school, are now ready to play a greater part in helping to manage the life of their school.
67. Parents are supportive of the school and many help with lessons within the classroom and also with the wide range of extra-curricular activities. They are well-informed about happenings within school.
68. The Governing Body is supportive and has a good relationship with the Headteacher, staff, pupils and parents. Many work in school on a regular basis, monitor teaching and learning and have good knowledge of day-to-day happenings and developments. The Governing Body carries out its statutory duties well and ensures that its aims and policies are reflected in the life of the school, regularly monitoring and evaluating what is achieved. The school's development planning has firmly addressed the issues raised in the last Ofsted report and all concerned with the school have worked effectively together to raise standards. The School Development Plan has identified priorities, action needed and the criteria for success. The ethos is purposeful and harmonious and the commitment to a continuing raising of standards for individual children is within the capacity of the present team.

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

69. The school is staffed with appropriately qualified teachers who have a wide range of experience. The only exception is in music but enthusiasm and determination more than compensate for the lack of formal qualifications. There is also excellent support from peripatetic teachers covering a wide range of instruments.
70. The support staff are all experienced and well qualified and play a valuable role in helping teachers and pupils. They are well supported by teaching staff and feel that their contribution is appreciated and valued. There is efficient administrative support and a dedicated team of lunch time supervisors.
71. The arrangements for the professional development of teaching staff are linked to the School Development Plan but also take into account personal development and individual needs. The main focus is the developing of teaching and learning skills with an emphasis on the core subjects and information technology. All staff have job descriptions and there is a comprehensive staff handbook. Teacher appraisal is in place and there is an effective induction programme for newly appointed staff.
72. Release time for co-ordinators is still limited although in the core subjects co-ordinators receive good support from other phases.
73. The school building and grounds provide good accommodation. The classrooms with their adjoining practical areas are well decorated with displays and examples of children's work. Overall they provide a good learning environment although in Upper Key Stage 2, owing to the size of the classes and the larger furniture required for the older pupils, they are very cramped. This presents

a challenge to teachers, particularly with whole class lessons in literacy and numeracy. The school has a very good library and a large hall which is used for assembly, music, physical education and drama. There are separate offices for the Head Teacher and administrative staff and interview and study rooms which provide additional accommodation for meetings and small group work particularly for pupils with additional education needs. There is a separate staff room in an outside classroom which has been refurbished to also accommodate the information technology suite.

74. The school is set in spacious and attractive grounds with a football pitch, a large grass field, two conservation areas and a butterfly garden. The Key Stage 1 playground is marked out with traditional playground games and miniature basketball nets. There is a safe play area for the under-fives. The Key Stage 2 play area is marked out with two Netball courts. The school has good resources for the effective delivery of the curriculum including recently augmented resources for literacy and numeracy. They are very good in physical education and for the under-fives. Classroom resources are well labelled and easily accessible by all pupils. Since the last inspection the school has purchased computers and software and the information technology suite has sixteen work stations with CD ROMs in addition to the computers installed in every classroom. The school has identified a need to review resources in music where tuned percussion instruments need attention and in English where there is a need to replace some of the reading books. The school makes good use of outside resources to support the curriculum. Pupils visit the village, the church, a farm and places of local interest including museums and exhibitions to support the curriculum. It also makes good use of the county library and museum services which provide books and artefacts.

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

75. Day-to-day financial control and management of the school are very good due to the effective overview of the Headteacher and school finance officer. The Governing Body, through financial reports, discussions at each of its meetings and through the work of its very effective Finance committee, is appropriately involved in the school's financial affairs. Financial planning is very good. The School Development Plan is well costed and financial allocations reflect the school's priorities which are driven by teaching and learning. Finances are monitored meticulously each month by the school finance officer, Headteacher and the chairman of the Finance committee. The finance officer meets regularly with the Headteacher to review financial operations and each month produces a detailed reconciliation report, setting out the state of the school budget. Effective systems are in place for the handling, recording and auditing of school funds, money for visits and petty cash. The segregation of duties in relation to raising orders, checking deliveries, signing invoices and authorising payment is also effective. The latest audit report commends the school's financial systems and the minor recommendations have almost all been implemented or are in the process of being addressed.
76. Good use is made of teachers and support staff. Their deployment is good and pupils benefit from their commitment. The flexibility provided for curriculum planning, monitoring and professional development of staff represents effective use of the school's budget. Funding for pupils with additional educational needs is used to provide good support. Accommodation indoors and out is used effectively. Learning resources are used well, including the outside conservation area for scientific study and the recently installed information technology suite. The Parent Teacher Association raises a substantial amount of money annually which is used to fund computers, transport for school visits and books.
77. Considering the socio-economic circumstances of pupils, their lower than average attainment on entry, pupils' overall satisfactory standards of attainment and good progress, their good attitudes and behaviour, the overall good quality of teaching, together with the average unit cost, the school provides good value for money.



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

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

78. At the time of the inspection almost all of the children in the two Reception classes were under five years of age and the remainder had only just reached five.
79. Almost all the children enter school with social and language skills which are below the county and national average. A very small minority has skills which are above average.
80. The planning for the under-fives is very good, as are the knowledge and understanding of developmental levels which underpins it. Time and resources are used well and the children are constantly and effectively occupied. The assessment, both formal and on-going, is very good and informs the management of the pupils and the design of their tasks and activities.
81. The curriculum for the Reception classes is based on the nationally recognised Desirable Outcomes document. The Reception and Year One teachers work closely together to ensure that the more able pupils are given access to aspects of the National Curriculum for which they are ready, whilst those in Year 1 who show developmental delay are still supported by experiences related to the Desirable Outcomes for Learning. In this way the school is ensuring that children receive an appropriate curriculum for their ages and stages of development. All children make good progress throughout the Reception year and by five years of age most are ready to begin the National Curriculum.
82. The teaching of the under fives is always good and often very good or excellent. Staff have high expectations of pupils and a warm and supportive attitude to them. Good use is made of the very good non-teaching assistants. They and the teachers often work with the children in small groups and relationships within the classes are good.

#### *Personal and Social development*

83. The atmosphere in the Reception classes is purposeful, stimulating, supportive and well organised. Pupils understand what is expected of them and most quickly adjust to the routines of school. Most children are at the stage where they work best independently but all are learning to work with others, to share and to take turns. They are also learning to care for themselves and their equipment.

#### *Language and Literacy*

84. The Reception classes provide a good language environment. A number of the pupils on entry display limited understanding of the language of school but they are encouraged to talk, to listen and to develop more complex language structures. All activities are explained and discussed and the children are encouraged to express views and opinions. The teachers and their assistants provide good language models for their pupils and extend and expand their utterances well. They have good subject knowledge and understanding and plan and structure all activities effectively to develop language and literacy. The children join in with stories, poems and rhymes. They enjoy sharing books, learn how they are made up and how to handle them. They can link alphabet letters and sounds and are beginning to record through pictures, symbols and simple words.

#### *Mathematics*

85. Children in the Reception classes are given a variety of mathematical experiences, firmly rooted in structured and well-planned activities. They weigh and measure, count, match and sort, discussing carefully what they are achieving. Children were seen naming, ordering and orientating numerals from zero to ten. Some children were able to count beyond ten independently. There is good emphasis on pattern linked to their activities in art and craft. Teachers' planning shows good subject knowledge of mathematics and a secure understanding of appropriate ways of developing mathematical understanding and an enjoyment of related activities.

#### *Knowledge and Understanding of the World*

86. Pupils are able to talk about themselves and about their daily lives. They are encouraged to ask questions and to find out about other people. During the inspection they visited the village church. They are able to use the computer, some independently, some with assistance, for simple programs. They are able to use listening centres and understand the use of many technological devices, of which they have a good accessible display. They are able to select the materials they need to cut, join and glue and are able to build simple structures with both provided and found materials. Teachers' planning shows an awareness of how the knowledge gained in the Reception classes forms the foundation for later work in science, geography, history and technology but also a desire to build on what the children know and to offer them stimulating and purposeful activities.

#### *Physical Development*

87. Pupils move confidently and most are developing good motor control. They use a range of apparatus within the school hall, within the classroom and also in the outside playground area. They handle construction apparatus and tools sensibly and safely, learning control and the ability to choose and tidy away suitable equipment for their purposes. Teachers have a secure knowledge of the stage of physical development reached by these very young children but have the confidence to challenge and extend them through an appropriate range of activities.

#### *Creative Development*

88. The school has a commitment to the arts and their use to support other areas of the curriculum. The teachers for the Reception classes plan with the co-ordinators and other staff to ensure that pupils are given creative opportunities across the curriculum. There is evidence of very good teacher knowledge of the use of art, music, drama and linguistic creativity to inform all activities. The Reception class has good displays of the children's work. The children have experience of a wide range of art materials, music, dance and role play activities. The children's products are valued and they are encouraged to express themselves.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

89. The results of national testing in 1998 and 1999 at the end of Key Stage 1 showed that attainment at the expected Level 2 exceeded the average nationally. The percentage of pupils gaining the expected level improved when 1998 and 1999 scores are compared, as did the percentage of pupils gaining the higher Level 3. The improved results of 1999 show that standards are rising.
90. At Key Stage 2 standards are also rising and are now above the national average. In 1999 81% of pupils gained the expected Level 4 as compared with 1998 when 64% gained Level 4. The percentage of pupil gaining the higher Level 5 has also improved from 18% in 1998 to 30% in 1999.
91. Pupils make good progress across both key stages. Those with additional educational needs make good progress against their set targets and some attain levels of the national curriculum appropriate to their age.
92. Attainment in speaking and listening skills is good throughout the school and pupils make good progress. They listen well in class and are especially attentive in assemblies. They are given opportunities to speak about a range of subjects. They are confident and are able to hold discussions with adults and their speech is generally clear and articulate. School and class productions give opportunities to pupils to take roles, for example, a well-planned and effective play, 'The Ugsome Thing' was written and presented by pupils at lower Key Stage 2.

93. Reading standards are good across the school; from entry pupils take books home and informative records are kept. Parents are encouraged to hear children read at home and most do so. Regular reading and spelling tests are used to monitor progress and raise standards. Pupils in each key stage read books at an appropriate level with good expression and comprehension. Many are fluent and most enjoy reading for pleasure. By the end of Key Stage 2 pupils have read a wide variety of books and can discuss and give opinions on their contents. At Key Stage 1 pupils are taught to use dictionaries and reference books and by the end of Key Stage 2 they have become adept at finding information.
94. Progress in writing is at least satisfactory at both key stages and some very good work was seen. Pupils write for a variety of purposes across the curriculum. They are given good models of a variety of texts in the literacy sessions and are able to talk about these. At Key Stage 1 written work is enhanced by effective teaching of phonics, grammar and punctuation at appropriate levels. Pupils write stories and accounts and enjoy particularly making up group poems. At Key Stage 1 pupils write in an unjoined hand and the presentation of work is satisfactory. At lower Key Stage 2 rigorous exercises in handwriting are undertaken which produce beautiful examples of cursive writing and this good practice is continued throughout the key stage. The progression throughout the school culminates in some fine examples of handwriting at the end of Key Stage 2.
95. The good range of activities seen at Key Stage 1 continues in Key Stage 2. Pupils are taught to use punctuation, grammar and spelling correctly and given experiences in the effective use of language. At lower Key Stage 2 pupils use speech marks and exclamation marks. They are able to use different tenses in their writing and write imaginatively about a variety of topics. Good use of language was seen. They write of a dungeon as 'a deep, dark place', of Friar Tuck's being as fat as a pumpkin or a bowling ball and of a giant's footsteps being 'louder than thunder'. They also write good factual accounts for example, newspaper reports and instructions to find missing treasure. Upper key Stage 2 pupils also write well for a variety of purposes and audiences. They write well-planned book reviews, letters and narrative with plot and character. They understand biography and autobiography and compose thoughtful prayers, such as this about nature: 'Help us to make the most of these things and to use them and keep them as they should be.' Pupils write sensitively and express themselves imaginatively, for example: 'The thought is at the tip of my memory'.
96. Pupils generally have good attitudes to their English work. They have accepted the format of the literacy strategy and ,although some of the younger pupils look very tired at the end of the longer sessions, most work hard throughout, trying to complete their tasks successfully. Pupils show respect for books and resources; they work well together and ask for help when needed. They are able to talk about their work and older pupils in particular show maturity in discussion. Pupils use self-appraisal and write their own targets for improvement.
97. The quality of teaching in English is never less than satisfactory and is generally good throughout the school; in many cases it is very good. Teachers work very hard to implement the literacy strategy effectively. They plan carefully, show good knowledge and understanding and insist on good standards of response from their pupils. Generally, they use good teaching techniques but, in a few lessons, explanations are unduly extended and the sessions prove too long for some children.
98. The experienced co-ordinator is well supported by all staff. English is efficiently organised and all aspects of the curriculum are effectively maintained. The new draft English policy incorporates all aspects of the English curriculum and meets statutory requirements. The Literacy Hour is generally working well throughout the school. Setting in ability groups at Key Stage 2 underlines differentiated work and this has a positive effect on the quality of work produced. Extra time spent regularly with lower ability children for a specialised programme of reading and spelling at lower Key Stage 2 is proving successful.

99. The co-ordinator monitors the Baseline Assessment for the under-fives. Other assessment plans have been finalised but are at initial stages of implementation. An analysis of tests is planned to give individual targets in literacy. This is at present underway for lower ability pupils in Key Stage 2 and for pupils with additional educational needs throughout the school and is progressing well. A school portfolio of levelled exemplars in writing is currently being produced. Assessment procedures are satisfactory and teachers are becoming more aware of the need to monitor progress accurately and to use their evaluation to inform future planning. Most marking is of good quality although there are inconsistencies across the school.
100. There is effective use of the school's good supply of books in classrooms and the library and it is planned that these will be updated when necessary. The purchase of new sets of reading books has been identified as an immediate priority.

## **Mathematics**

1. The 1999 national test results show a considerable improvement on those of 1998. In 1998 94% of pupils at Key Stage 1 gained Level 2 or above and only 8% gained Level 3. In 1999 this Level 3 percentage had risen to 23% with 90% reaching Level 2 or above, which is above the national average. The performance for both boys and girls in the 1998 tests was close to average when compared to schools with a similar intake.
2. In the 1998 Key Stage 2 national tests 53% of pupils attained Level 4 or above, which was below the national average but above for the higher Level 5 at 21%. The 1999 results show an appreciable improvement with 70% of pupils achieving Level 4 or above, which is in line with the national average and 23% gaining Level 5 which is above average. Compared to similar schools the proportion of pupils reaching the expected level was below average but average for the higher level in the 1998 tests. During the past two years standards have steadily improved and since the last inspection the improvement has been significant, especially at Key Stage 2.
3. The improvement is reflected in the inspection findings, which indicate mathematics to be in line with the national average by the end of both key stages.
4. Pupils are beginning to acquire a good foundation in numeracy, which reflects the positive impact of the recently introduced National Numeracy Strategy. In Key Stage 1, they develop a good understanding of number and are making good progress in their ability to manipulate numbers mentally. Teachers consistently begin lessons with mental activities. Pupils respond in unison, for example counting on or back in tens, decreasing by ten or adding four. Digit cards are used effectively. The consistent approach enables pupils to become confident with number bonds and to develop a range of strategies for calculations. By Year 6 nearly all pupils have a ready facility with number and many can calculate percentage discounts mentally by a variety of appropriate methods. Mental activities increase in difficulty as pupils proceed through the school and play a large part in developing, reinforcing and testing pupils' knowledge, skills and understanding.
5. Pupils at Key Stage 1 make good progress. In Year 1 they order, sort and count objects. Most pupils can read numbers and identify odds and evens. Some recognise number sequences and all are learning mathematical vocabulary such as 'shorter' and 'longer' and can use 'tallest' and 'smallest' in relation to heights. They are able to order numbers competently and carry out simple addition and subtraction operations with confidence. They are beginning to measure and weigh and realise the relationship between standard and non-standard measures, for example using body parts and unifix cubes. Pupils in Year 2 understand about halves and quarters, know the names and properties of common two and three-dimensional shapes, such as squares, rectangles, circles, cubes and spheres. They can interpret simple graphs and bar charts, recognise number patterns and add and subtract accurately in tens and units. In their study of technology they successfully write a robotic programme using appropriate mathematical language such as pathway, corners and

right angles.

6. In Key Stage 2 pupils continue to make good progress in number work, moving on to multiplication and division and working confidently in hundreds, tens and units. They acquire a good understanding of place value, understand the importance of the decimal point and can divide numbers and areas into fractions. Many pupils express number sequences in words and writing and recognise the logical reasoning. They calculate the areas of rectangles and triangles, understand probability and symmetry and occasionally use calculators to check their answers. They measure length, weight, capacity and temperature accurately.
7. In data handling all pupils develop satisfactory skills, for example in information technology when producing spreadsheets to show an annual weather pattern for Cardiff. They are routinely required to discuss their methods and justify their answers. For example, pupils in Year 1 explain successfully how preceding and subsequent shape patterns develop. Although pupils develop a good range of mental methods and strategies, the opportunity, especially for higher attainers, to use them for investigative work is sometimes under-used. Pupils with additional educational needs also make good progress. Progress for all pupils is assisted by the setting arrangements at Key Stage 2, which enable teachers to match work very closely to their abilities.
8. Pupils' attitudes to mathematics are good. They enjoy working on tasks and they use and share resources well, such as when constructing solid and semi-solid regular three-dimensional shapes. They settle quickly to pencil and paper tasks and co-operate well. The presentation of their work is nearly always very neat. Although behaviour is generally very good and well-managed, a few pupils in some classes lose concentration for some periods during lessons. However, most pupils of all ages persevere and respond well to teachers' instructions.
9. The quality of teaching observed was never less than satisfactory and was good in most lessons. Teachers plan consistently in phase groups to the school scheme, which is linked to the National Numeracy Strategy. They focus appropriately on all aspects of the National Curriculum. There is a strong emphasis on numeracy skills which are also consolidated in other curriculum areas, for example in science, geography and information technology. Opportunities for pupils to apply their mathematical knowledge and understanding are usually effectively planned into lessons. A good example was noted in a Year 2 class involved in sorting objects to set criteria. Teachers give clear examples and are enthusiastic, encouraging pupils to think, such as in Years 5/6 mental mathematics lesson on producing numbers with multiples of 3, 4, 5 and 6. Teachers are generally able to assess pupils' responses well and target supplementary questions to extend their thinking. The best teaching combines the skills pupils learn with problem-solving, discussion and explanation. For example, in a Year 6 class pupils worked effectively, sometimes in pairs, to recognise and understand the difference between rotation, reflection and translation of some shapes whilst using co-ordinates. Another example was observed in a Year 1 class where pupils used coloured triangles to make a pattern by colour.
10. Marking is generally consistent throughout the school, is often evaluative and gives pupils a clear idea of their own targets and how best they may expect to achieve them. Lessons are well organised with an efficient use of time and resources and smooth transitions between them.
11. Standards are continuing to rise and the school is well advanced in the implementation of the National Numeracy Strategy. The mathematics co-ordinator is enthusiastic and manages the subject effectively. Assessments are carried out regularly and the data is used very well to plan for future lessons in order to gain increased success. The Headteacher also monitors progress by looking at pupils' work and visiting classrooms as well as being involved in target setting. There is a significant improvement in this area since the last inspection.

12. Mathematical displays in classrooms are of very good quality and encourage pupils to practise their skills and draw their own mathematical conclusions.

## Science

1. The results of the statutory teacher assessments in 1998 show that the number of pupils reaching the expected levels of attainment at the end of Key Stage 1 (92% at level 2) is in line with the national average but no pupils reached the higher Level 3. When the results of assessments in 1999 are examined they are almost identical, 95% at level 2, 0% at Level 3. Teacher assessments in science at Key Stage 1 remain the same as at the time of inspection in 1996, in line with national expectation.
2. Results in science tests at Key Stage 2 have shown considerable recent improvement. In 1998 at Key Stage 2 the percentage of pupils reaching the expected level of attainment (65% at level 4 or above) was close to the national average whilst that for pupils reaching the higher level (9% at level 5) was below the national average. In 1999, 83% reached Level 4 or above and 13% at Level 5. In comparison with schools from a similar background the 1998 results for all pupils are below average. Comparisons for 1999 are not available for similar schools but compared with schools nationally they are above average.
3. Standards of attainment for pupils in Year 6 have risen since the last inspection.
4. Observations of lessons, looking at pupils' work and discussions with pupils and teachers, confirm that attainment in science is better than the teacher assessments indicate at Key Stage 1. During the course of the inspection a number of pupils were able to describe a fair test and carry it out successfully and say what they found out from their work. They could sort materials into groups, give reasons for their choice, and conduct an experiment to find the best material for an umbrella. Teachers remain cautious in their assessment of pupils' attainments, and pupils who are working securely at level 3 continue to be recorded as achieving level 2.
5. Standards continue to rise at Key Stage 2, from 46% in 1997 to 83% in 1999 at level 4 or above, with teacher assessments becoming more accurate. During the course of the inspection standards in investigative science, with good links to information technology, were above the national average. Science attainments at the end of Key Stage 2 are now above national expectation.
6. During the inspection the very youngest pupils made their own musical instruments, played them singly or in unison and gave good explanations of how different sounds are made. Pupils at the end of Key Stage 1 were conducting an experiment with materials, testing their predictions and recording their results carefully. Pupils in lower Key Stage 2 were keen to explain their 'stretchy tights test'. They had agreed a fair test, completed the experiment enthusiastically and, having produced a table of results, printed them from the computer. Year 6 pupils were finalising observations from an experiment melting ice-cubes, having used a computer linked sensor to measure change. Throughout the school there is a consistently good standard of systematic enquiry in all science lessons.
7. Progress is good at both key stages. This is helped by good long, medium and daily planning, good teaching and an up-to-date scheme of work. Teachers build on previous work well. Science lessons are lively and interesting, with clear learning objectives which are explained carefully to the pupils. The pupils are keen to be involved and contribute positively to their own learning. Pupils with additional educational needs benefit from science lessons.
8. Pupils' attitudes to learning are always good and often very good. They concentrate well and are eager to learn. They are inquisitive about why things happen, how things work and what the consequences will be. Pupils behave well individually and in groups, responding positively to all

adults. They use scientific equipment sensibly and responsibly.

9. The quality of teaching is consistently good and sometimes very good at both key stages. Teachers are confident in their knowledge of the National Curriculum, planning their lessons carefully and in detail. Pupils of all abilities are challenged both by the lesson content and by skilful questioning during the lesson. Teachers use scientific language precisely in lessons, making sure pupils do likewise, which supports literacy. Pupils behave well, working safely in groups when using equipment. Homework is sometimes given. The attractive, well maintained environmental areas are used effectively to support science teaching both during the school day and by the successful after-school science and environmental clubs. Although marking is consistent in the use of praise, no targets are set for individual improvement.
10. The subject co-ordinator took over responsibility for science just before the previous inspection in 1996. A two-year rolling programme of topics, based effectively on a revised and regularly updated scheme of work, has been introduced. Termly and daily planning are now consistent, with all teachers using a standard school format. The Headteacher and co-ordinator monitor planning and resources regularly. However, the co-ordinator has very little time during the school day to support colleagues or to monitor the developments in science teaching. Practical investigation is now an integral part of science teaching in all classrooms. Pupils' work is assessed individually and a good portfolio of annotated assessed work is added to each year.
11. The amount of time allocated to science at both key stages is low when compared to all primary schools nationally. Teacher assessments for all pupils have yet to be recorded on the computerised database from which individual targets are set. Very little science is taught in the mornings. The school is considering all these issues as it reviews the curriculum as a whole during this academic year.
12. All the issues raised in the last inspection report have been addressed successfully.

## **OTHER SUBJECTS OR COURSES**

### **Information Technology**

13. A major emphasis has recently been placed on raising the profile of and consequent attainment in information technology. The school has made a major commitment, financial and educational, in providing a 16 monitor, networked computer suite. This has been strongly supported by fund-raising from the parents' association.
14. The children have responded to this with enthusiasm and there is great excitement in their information technology lessons when they use the resource. This enthusiasm is matched by the efforts of the teaching staff and assistants, for many of whom there has been a steep learning curve. Whilst the school funded staff development, teachers and assistants gave of their time to attend evening classes at the local adult learning centre and for additional sessions within school. Subject knowledge is now at least satisfactory at both key stages and evidence of very good subject knowledge was seen at Key Stage 2.
15. The enthusiasm and effort is reflected in the lessons seen at both key stages which are always at least satisfactory and often very good. One excellent lesson was seen at Key Stage 2 in which the teacher displayed very good subject knowledge and understanding. Pupils understood the learning objectives of the lessons and worked hard to achieve them. They could use the computer to input information into a spreadsheet programme, present that information in a variety of ways, such as graphs and charts and draw conclusions from them. They discussed their findings and made pertinent comments.

16. The computer suite is being well used to support subjects across the curriculum as well as studies in the methodology of information technology. Good use was made at Key Stage 1 to support phonic knowledge and at Key Stage 2 work seen was supporting mathematics. Pupils have also used sensors to support work in science and census information to inform their historical studies.
17. Other computers in each workspace throughout the school ensure that all pupils have regular opportunities to practice their information technology skills. In one Key Stage 1 class during the inspection children programmed a roamer to support mathematical work on angles, talked and showed written work which demonstrated good understanding of process and findings. Pupils at both key stages use the computer regularly for word processing.
18. By the end of Key Stage 1 pupils are attaining at least satisfactory levels and many show good levels of understanding. They can use the keyboard and mouse and many are able to save, retrieve and edit their own work. All pupils showed initiative and perseverance. All are able to use cassette recorders to listen to stories, which supports literacy. Progress is at least satisfactory and often good throughout the key stage.
19. By the end of Key Stage 2 attainment is good and pupils show familiarity and control in their use of computers. They routinely use them to word-process work in subjects across the curriculum to a good standard, using the spell check and importing graphics where appropriate. They can handle and manipulate data and can produce graphs and charts. Progress at Key Stage 2 has been enhanced, is always at least satisfactory and is often good or very good.
20. The curriculum is broad and balanced and statutory requirements are met. There is a good policy and the acting co-ordinator works hard to ensure that the quality of resources and staff development contribute to the improvement in this subject.

## **Art**

21. A high value is set on art in the school and teachers and pupils are justly proud of the colourful displays throughout the school.
22. A number of lessons were seen during the inspection, mostly at Key Stage 2. However, other lessons were seen throughout the school in which art was used to support other areas of the curriculum. Work seen showed good cross-curricular links and particularly good art work was seen in history. In one class ancient Egyptian ornaments and amulets had been effectively reproduced in thin brass sheet .
23. Teaching is always at least satisfactory and much was seen that was good. There were good examples of pupils being given artistic freedom to make choices about form and medium. In a Key Stage One lesson pupils were seen debating the most appropriate size of brush to use for particular areas and functions. Their arguments were respected and taken seriously and the group moved quickly to a consensus. Artwork was seen illustrating stories read in a variety of media including collage and paint.
24. In another exemplary lesson at Key Stage 2 children considered and demonstrated how form can affect meaning and thought of appropriate words to illustrate with specific tools and media. For example, they suggested that 'soft' might be gently written with a feather whilst 'spiky' might be italicised in black ink. In this lesson pupils were also creating illuminated letters. They showed meticulous attention to detail and a good sense of colour combinations. There was awe and wonder too, as well as good links with science, when a group of boys watched with fascination, a skin forming and breaking on the gold powder paint.



25. There is an appropriate policy and the subject is well planned. The co-ordinator monitors the plans and supports colleagues and expertise is shared. There is progress throughout the school in technique and in the study of recognised artists. Good paintings in the style of Van Gogh and Mondrian were seen and the oldest pupils were seen creating repeating patterns inspired by William Morris. Other artworks came from a variety of stimuli, often from other cultures. Particularly good work was seen at both key stages in observational drawing and painting.
26. A range of media is offered to pupils and there were good examples of collage, weaving and of clay figures created with the support of a local potter. Another notable event was the visit of a local group which helped the children to make sculptures from local withies.

### **Design and Technology**

27. During the inspection the only lessons seen were at Key Stage 1. However, the evidence from teachers' planning, the scrutiny of photographs, pupils' previous work and displays, indicates that progress at both key stages is satisfactory.
28. Evidence from plans and models in different year groups confirms that all pupils, including those with additional educational needs, improve their design and making skills as they progress through the school. At the end of Key Stage 1 pupils produce carefully drawn designs for cards with a moving part, which by Year 6 have become plans for working models for lifting and shifting. Other good examples of work at the end of Key Stage 2 were the entries for competitions for moving vehicles and building a bridge. In food technology pupils are aware of the need for a balanced diet and healthy eating. For example pupils at Key Stage 1 make bread, whilst older pupils analyse and design sandwiches. There are good cross curricular links in this work with science and personal, social and health education.
29. During discussions with pupils it is obvious they enjoy work in design and technology. In lessons they concentrate on their work, are well behaved and co-operative and respond well to all adults. Pupils use tools and materials sensibly and safely.
30. Teachers produce good termly and daily plans with clear learning objectives. They have a good understanding of the National Curriculum and a confident approach during lessons. Teachers assess pupils' progress during lessons well and give good guidance to move pupils forward. Designs are recorded carefully in the pupils' books and completed models are displayed attractively in corridors and classrooms.
31. The co-ordinator and senior management team have established a good two-year rolling programme of topics to ensure coverage of the National Curriculum, without repetition, in the mixed age classes. Resources now include a good range of materials including textiles, clay, wood, wire, scrap and the over dependence on card, noted in the previous inspection report, has been overcome. The Headteacher and co-ordinator monitor planning and the co-ordinator acts as consultant for other aspects of the subject. However, she has no time to work alongside colleagues during the school day to monitor and support their teaching. The co-ordinator is examining ways to improve the recording of pupils' work in both design and making, as part of her monitoring role.
32. The school has improved both its approach to design and technology and the standards achieved by pupils, since the last inspection.

### **Geography**

33. Only one lesson was seen in geography during the course of the inspection as the particular focus in humanities for the half term was history. Scrutiny of work shows that all pupils are making

satisfactory progress.

34. Pupils' work shows consistent coverage of the National Curriculum in all classes. All books contain work in a range of geographical skills, the study of places and in thematic studies such as weather, settlement or rivers. The quality of the work reflects the range of abilities in each class, the more able writing at length and in detail. This work confirms that pupils use their literacy skills well. Numeracy skills are developed in map work or weather studies, which are sometimes linked to information technology, as for example in the analysis of weather statistics at the end of Key Stage 2. The majority of work is well presented in all classrooms but, although the work is marked, it is often only ticked, together with a supportive phrase, with no guidance for further improvement.
35. A particular strength of this subject is the school's approach to field study work. The youngest pupils make good use of the buildings and surrounding grounds. Pupils at Key Stage 1 go further afield into the village to visit a bakery and to draw local maps. Pupils in Years 3 and 4 use the River Parrett trail for work on rivers and settlements, whilst those in Years 5 and 6 study coastal erosion, follow a stream from source to mouth and practise orienteering, during their residential week at Kilve Camp. These topics are supported effectively with secondary resources using maps, information books and aerial photographs. In addition to the development of pupils' knowledge of the British Isles, other parts of the world are studied such as a village in Asia and a Caribbean island.
36. The co-ordinator and senior management team have re-organised the teaching of geography skilfully using a two-year rolling programme of topics to avoid any repetition of work for those pupils in mixed age classes. The scheme of work has been updated using units from the Quality and Curriculum Authority scheme modified to the school's particular needs. Teachers' termly plans are now in a standard format and they contain clear and detailed objectives. Daily plans are consistently good. The co-ordinator supports colleagues in the planning of work and the organisation of resources effectively, but there is no time allocated during the school day to work alongside colleagues to monitor and support developments.
37. Although geography is still a developing subject, there has been considerable improvement since the last inspection.

## **History**

38. Only a small number of history lessons were seen during the inspection. Evidence is based on these, on informative displays throughout the school, on current work and work retained from the last academic year and on discussions with teachers and pupils.
39. Both teachers and pupils enjoy their lessons in history. The subject has a good policy and planning which supports the non-specialist and ensures continuity and progression. The co-ordinator monitors planning and suggests relevant resources, methods and visits. The school makes good use of the local area to enhance learning in history, using nearby Montacute House and the village church as major resources. One group of older children had visited Coldharbour Mill and experienced, through role play and costume, the life of Victorian children who had worked there. The resultant accounts were of an exceptionally high standard. The school also has visits from people with specific historical expertise, for example a Viking who arrived in full costume and with a variety of artefacts. He shared stories and information with the pupils who found the experience exciting and informative.
40. Good use is made of primary and secondary sources. A very good lesson was seen which used the old school log books, quotations from early inspections and photos of Victorian schools to give the children a vivid picture of Victorian schooling. This was supported by a good quality video which

raised issues of equality in social class and gender, which were well extended by discussion. There were also good quality artefacts such as Victorian inkwells and slates for the children to handle.

41. Teaching is always at least satisfactory and the subject is used well to support other areas of the curriculum, such as the extended writing about the Victorians, brass sheet reproductions of ornaments from ancient Egypt and artwork inspired by the patterns of William Morris.
42. Pupils make good progress throughout both key stages in their knowledge and understanding of times past and of bias and viewpoint in documentary sources.

## **Music**

43. Attainment in music at the end of Key Stage 1 is sound and occasionally good. At Key Stage 2 music is good overall, sometimes very good and never less than satisfactory. Progress at Key Stage 1 is satisfactory and at Key Stage 2 it is good and sometimes very good.
44. Pupils at Key Stage 1 are able to play untuned percussion instruments and keep in time with the music. They have an understanding of changes in tempo and can recognise repetition. Pupils enjoy using the body as a sound source and can successfully clap, tap, click or stamp to accompany music. Pupils also enjoy moving to music and in this context show some originality and creativity. They have a sense of rhythm. Some pupils are able to name instruments. They sing tunefully a range of songs from memory. They listen to recorded music carefully and can talk about it in terms of pace or pitch.
45. Pupils at Key Stage 2 perform confidently and accurately. Many pupils learn to play an instrument. Some excellent examples of this were seen during the inspection with practices for orchestra and woodwind. Pupils play expressively and make the music 'come alive'. They have knowledge of musical notation and can use musical terms effectively, for example, they know the meaning of crescendo and diminuendo. They sing in harmony as a choir and have command of a wide repertoire of songs. The singing in assembly during the inspection was especially sweet and tuneful. Pupils talk about their feelings for music and learn about composers. They give opinions about styles of music and are able to appraise their own performance.
46. Pupils generally enjoy music very much. They show interest in playing instruments, in singing sessions and particularly like taking part in musical productions. Those who have individual tuition work very hard to improve their own techniques.
47. The quality of teaching during class lessons is sound as a rule at Key Stage 1 and mostly good at Key Stage 2. Peripatetic music teachers offer a very good service to the school and some excellent lessons were seen. Although no one on the staff is a musical specialist, good examples of a musical approach were observed during the inspection. Members of staff work very hard to include music in the curriculum. Lessons are appropriately paced and planned from a published scheme. Expectations from visiting tutors, in particular, are high.
48. The enthusiastic co-ordinator has worked very hard to establish a music programme which is acceptable to non-specialists. All members of staff co-operate to encourage children to enjoy music throughout the school. The arrangements for pupils to learn to play an instrument are well managed. Tutors are available for flute, clarinet, guitar, keyboard, brass instruments, drums, violin and recorder. Resources are good; there is a wide variety of percussion instruments and a good collection of musical recordings and songbooks. Tuned percussion is of good quality but under-used. The school recognises this and also that the instruments need some attention to make them more accessible to learning.
49. Musical opportunities exist for all pupils. Pupils with additional educational needs take part in the

range of activities offered. Clubs offer extended experiences. These are very popular and provide the basis for concerts and performances for special occasions or to join with other schools.

## **Physical Education**

50. During the inspection the focus was mainly on dance, gymnastics and games skills. In Key Stage 1 pupils including those with additional educational needs make satisfactory progress. Progress in Key Stage 2 is good, including that of pupils with additional educational needs. These findings are similar to those of the last inspection.
51. In Key Stage 1 pupils display imaginative ideas in dance and gymnastics as they travel both on the floor and on apparatus, changing shape, speed and direction effectively. In dance and movement pupils respond appropriately to both music, narrative and hand beats, developing a series of linked movements. They show increasing control and use of speed and tension to express feelings and moods. For example, pupils in Years 1 and 2 could keep time to steady beats in a movement phrase while executing simple folk dance steps. They are beginning to develop appropriate skills and co-ordination in running, jumping, rolling, swinging, curling and twisting.
52. At Key Stage 2 pupils' abilities to evaluate their own performance and that of others are being satisfactorily developed, which is an improvement since the last inspection. In gymnastics pupils demonstrate the ability to build quality sequences with good linking movements, combining floor and apparatus. Their level of control is good whilst exploring different balances and shapes, and they are aware of safety issues. Although swimming was not observed during the inspection, it was established in discussion with pupils, the co-ordinator and from records of pupils' achievements, that all but a small number can swim the desired 25 metres by the end of Key Stage 2. Many swim distances of 1,000 metres or more. Pupils make steady progress in the development of hockey, football and netball skills. In hockey they hold the stick correctly and complete push passes with increasing accuracy. Sometimes they are less successful in controlling the received pass. The more talented footballers dribble effectively, pass and shoot accurately and tackle with precision. Pupils display a good knowledge of the defensive and offensive positions in netball.
53. The good progress evident in physical education is associated with consistently good teaching and on occasions with very good teaching. This is reflected in the clear instructions and quick effective assessment of pupils' successes and weaknesses. This was a particularly effective feature of lessons to develop the push pass in hockey, to control dribbling in football and to interpret music in creative ways in dance to express feelings and moods. During lessons teachers gradually increase challenges by making tasks more difficult or suggesting modifications, such as speeding up or lengthening the distances of passes in netball. Lessons are well organised and pupil management is good. Teachers use demonstration well to illustrate good practice. Such an example was noted in a Year 3/4 class where pupils effectively used their personal space while responding to the mood and tempo of taped music.
54. Pupils clearly enjoy physical activities and adopt a positive attitude and enthusiastic approach. They work energetically and are keen to succeed. By Year 6 both boys and girls know the basic rules of netball and football. Many attend extra-curricular activities such as soccer, netball and rugby clubs which are used well to further interest and skills. These clubs are frequently led by qualified coaches from the local cricket, football and rugby clubs. School teams take part in inter-school competitions for football, netball, rugby, cricket, swimming and athletics. Pupils listen attentively to instructions and co-operate well in group and team games. They respect and value the efforts of others, for example by applauding good movements in gymnastics or a goal scored in netball. Behaviour is generally good, although individual pupils occasionally behave inappropriately or lose interest, when they have to wait too long for their turn in an activity.

55. The co-ordinator is enthusiastic, experienced and has good expertise. He provides good guidance and support to staff and values the contributions which parents make during extra-curricular activities. The hall, grounds and the equipment available enable the curriculum to be taught effectively.

### **Modern Foreign Language: French**

56. French is taught to the oldest children at Martock School. The aim is to give them some knowledge of the country and its culture, a grounding in conversational French and the confidence to use it. This is done through videos and through simple conversations with the teacher and with each other.
57. Only one lesson was seen during the inspection but evidence is also based on a scrutiny of the pupils' books, on planning and on discussions with the teacher.
58. Teaching is good. The teacher provides a good language model for her pupils who are given numerous opportunities within the lesson to practise the vocabulary which they have learned.
59. In the lesson seen they responded well and showed obvious enjoyment. They are making good progress in vocabulary and in pronunciation and speak with confidence. Lessons also support their understanding of other cultures.

**PART C: INSPECTION DATA**

**SUMMARY OF INSPECTION EVIDENCE**

1. Martock Primary School was inspected by a team of five inspectors who spent a total of 19 days in school. 48 hours were spent in observing lessons or parts of lessons, in all classes, including Literacy and Numeracy sessions in every class.
2. Inspectors also attended registration sessions, collective worship and extra-curricular activities and joined the youngest children on a visit to the local church. Pupils were seen at play, at lunch and on arrival at and departure from school.
3. Discussions took place with governors, teaching and non-teaching and peripatetic staff, the Deputy Headteacher of the neighbouring secondary school, parents and pupils. Current work and work, samples and photographic evidence retained from previous years were scrutinised and displays examined.
4. Sample groups of children from each year and class group were heard to read and examined for their knowledge and understanding in subjects across the curriculum.
5. A substantial body of documentation, including the School Development Plan, teachers' planning, policies, minutes and budgetary reports , was analysed. A meeting was held attended by 40 parents and 67 questionnaires giving parental views of the school were received and analysed.

## 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	317	2	50	14

### Teachers and classes

#### Qualified teachers (YR - Y6)

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

12
25.98 : 1

#### Education support staff (YR - Y6)

Total number of education support staff  
Total aggregate hours worked each week

4
92.5

**Average class size:**

28.8
------

### Financial data

Financial year:

1999
------

	£
Total Income	439953
Total Expenditure	447230
Expenditure per pupil	1428.85
Balance brought forward from previous year	27081
Balance carried forward to next year	19804



## PARENTAL SURVEY

Number of questionnaires sent out:

223

Number of questionnaires returned:

67

### 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	50.7	47.8	1.5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43.3	52.2	4.5	0	0
The school handles complaints from parents well	13.4	41.8	41.8	3.0	0
The school gives me a clear understanding of what is taught	22.4	55.2	19.4	3.0	0
The school keeps me well informed about my child(ren)'s progress	17.9	49.3	19.4	10.4	3.0
The school enables my child(ren) to achieve a good standard of work	26.9	65.7	6.0	1.5	0
The school encourages children to get involved in more than just their daily lessons	50.7	40.3	6.0	3.0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20.9	50.7	14.9	13.4	0
The school's values and attitudes have a positive effect on my child(ren)	37.3	50.7	10.4	1.5	0
The school achieves high standards of good behaviour	32.8	53.7	11.9	1.5	0
My child(ren) like(s) school	43.3	44.8	10.4	1.5	0