

INSPECTION REPORT

Nunney First School

Frome

LEA Area: Somerset

Unique Reference Number:123657

Inspection Number: 188408

Head-Teacher: Miss F Griffey

Reporting inspector: Mr M Burghart
20865

Dates of inspection: 15 November 1999 - 17 November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	County
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Catch Road Nunney Frome Somerset BA11 4NE
Telephone/fax number:	01373 836429
Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Magnus
Date of previous inspection:	30 April 1996 - 02 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mr M Whitaker, Lay Inspector Mrs J Watson	Under Fives, Equal Opportunities, Mathematics, Information Technology; Design and Technology; Geography; History.	Attitudes, Behaviour and Curriculum and Assessment; Pupils' Spiritual, Moral, Social and Cultural Development; Staffing, Accommodation and Resources.

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MAIN FINDINGS

What the school does well

Successfully encourages very good attitudes, behaviour and relationships.

Provides good teaching.

Manages pupils very well.

Gives those under five a good start to school life.

Achieves good standards in literacy and numeracy.

Makes very good provision for pupils' moral development.

Takes good care of pupils, giving them good support and guidance.

Enables pupils with special educational needs and more able pupils to make good progress.

Where the school has weaknesses

In a lack of emphasis on information technology, especially in Key Stage 2.

In providing too few opportunities for experimental and investigative mathematics and science.

In outdoor provision for physical activities for those under five.

In the use of learning support assistants' time during introductions and reviews.

In some aspects of assessing and monitoring the curriculum.

In providing insufficient time for pupils to reflect; and opportunities to develop awareness of multicultural issues.

In the involvement of governors in evaluation and cost effectiveness review.

In the balance of time spent on some subjects; notably geography and history; and three-dimensional work in art and design and technology.

The school helps pupils to achieve a sound standard of education. It offers good support and guidance to pupils of all abilities and maintains a caring environment. Strengths outweigh weaknesses, but the latter will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The last report raised six key issues for improvement. Collective worship now meets statutory requirements. In technology and information technology progress has been made in better provision and planning, but information technology still receives too little emphasis. Schemes of work are now in place for all subjects. Improvements in monitoring are satisfactory, with more to do with governors' involvement and providing co-ordinators with more time. By reducing time spent on swimming the physical education curriculum is better balanced. The quality of reports to parents is now satisfactory. In addition, literacy and numeracy times have been successfully introduced; changes in staffing have been well managed; and good developments have been made to buildings. Overall the school has made satisfactory progress since the last report and is suitably placed for future development.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
Reading	B	B		
Writing	B	B		
Mathematics	B	B		

With only 11 pupils tested statistics sometimes prove unreliable, but these results show the school is doing well in these aspects. Inspection findings are that at the end of Year 2 and Year 4 there are strengths in reading and writing. Number work is good throughout the school and mathematics is satisfactory at both key stages. Standards of science are sound especially with regard to scientific knowledge. However, experimental and investigative opportunities are too limited in mathematics and science, especially at Key Stage 2. Attainment in information technology is satisfactory at Key Stage 1 but less so at Key Stage 2. The absence of discrete teaching and insufficient use of computers to support other subjects, have negative effects on standards in information technology. Standards in religious education are good. Attainment on entry is average overall, with signs of being better for this year's intake. Measured against this, progress overall is at least satisfactory in all subjects. Strengths are in two-dimensional art, some aspects of geography and history; and good progress made by pupils with special educational needs and the more able.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 9 years
English	Good	Good	Good
Mathematics	Good	Good	Good, but weaker in investigative work.
	Not assessed	Satisfactory	Satisfactory, weakness in encouraging experimental and investigative work.
Science			Satisfactory but more direct teaching
	Not assessed	Satisfactory	
Information technology			

Religious education	Not assessed	Good	required.
Other subjects	Satisfactory	Satisfactory	Good Satisfactory

Teaching was satisfactory or better in 96 per cent of lessons observed. It was good in 60 per cent, and very good in 12 per cent. All teachers had some good elements in their work. Two teachers recorded very good lessons. The quality of teaching delivered by support staff is at least satisfactory and often good. Strengths in teaching are in relationships, planning, objective and target setting, good management of pupils and in setting work at different levels. Relative weaknesses concern pace, some activities not planned for a range of ability, experimental and investigative mathematics and science, insufficient use of information technology, use of outside space for those under five and, occasionally, expecting too much of younger pupils in both classes.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good: attitudes and relationships are very good in class and around the school.
Attendance	Very good: some lack of clarity regarding which pupils are part time.
Ethos*	Good. The school is committed to improving standards for all abilities. It provides good support and guidance and maintains a caring environment.
Leadership and management	Good: educational direction clear. School development plan satisfactory. Literacy and numeracy well managed and improvements to whole school planning proving successful. More work needed to further develop monitoring, including the involvement of governors. The school has good aims and values.
Curriculum	Broad, and mostly balanced; more to do in mathematics, science, information technology, art, geography and history to make sure pupils have regular opportunities for all aspects. Much improved schemes of work; more monitoring of standards needed. Assessment identified as an area for development by the school. Homework well used.
Pupils with special educational needs	Good provision, support and progress. Some time lost whilst learning support assistants are passive during introductions and reviews.
Spiritual, moral, social & cultural development	Good overall. Very good moral; good social. Satisfactory in spiritual, with more opportunities for reflection needed. Cultural satisfactory; own culture good, multicultural awareness in need of raising.
Staffing, resources and accommodation	Staff, teaching and non-teaching, are a good team. Resources satisfactory overall: strengths in physical education; more needed for mathematics and reading. Accommodation good in quantity and quality. Negatives in some aspects of security, and poor floor surface in Class 1. Outdoor facilities for under fives insufficient. Display good, buildings well maintained.
Value for money	Sound; maintained since last time, but with better educational direction. Aspects of cost effectiveness in need of review. The

school is efficiently run.

**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

- The school is approachable.
- Children like coming to school.
- Good behaviour.
- The school's values and attitudes.

What some parents are not happy about

- Homework; too much, or too little.
- Information about what is to be taught.

There was no other consensus view.

Inspectors support parents' positive views. Evidence shows school policy and practice for homework is appropriate and well managed. The school has reviewed ways of communicating what is to be taught, but has not yet developed ways of reaching all parents.

KEY ISSUES FOR ACTION

In order to further improve the school headteacher, staff and governors should:-

- **Raise** standards in information technology especially at Key Stage 2 by:-
 - Increasing its use to support other subjects: for example in word processing and data handling;
 - Providing more teaching as a discrete subject in its own right;
 - Ensuring that sufficient emphasis is placed on all required elements of the subject;
 - Improving, still further, resources: hardware and software.

(Paragraphs: 14, 15, 16, 19, 35, 39, 41, 71, 93, 108, 118, 119, 120, 121, 137.)

- **Improve** the use of time by:-
 - Ensuring that experimental and investigative mathematics and science receives sufficient emphasis;
 - Balancing time spent on activities in geography and history; art and design and technology, to make sure pupils revisit skills regularly enough to reinforce learning;
 - Providing more time across the curriculum for pupils to reflect, appreciate and appraise, to further enhance their spiritual development;
 - Providing more planned opportunities to develop pupils' awareness of multicultural issues;
 - Making more efficient use of learning support assistants' time during lesson introductions and reviews.

(Paragraphs: 12, 13, 17, 18, 20, 35, 41, 42, 47, 50, 72, 79, 100, 108, 110, 116, 117, 122, 124, 127, 135, 141.)

- **Make** better use of space for structured play activities for those under five; providing suitable climbing equipment, time and supervision outdoors to enhance children's physical development.

(Paragraphs: 9, 31, 35, 83, 88, 96.)

In addition to the above key issues the following less important weaknesses should be included in the governors' action plan:-

- Improving, as intended, monitoring and assessing of the curriculum:
 - Allowing co-ordinators more time to observe, and support the delivery of, their subjects;
 - Developing assessment procedures in subjects in addition to English, mathematics and science.
 (Paragraphs: 35, 45, 64, 66, 72, 78, 104, 111, 125, 128, 129, 141, 148.)
- Increasing governors' involvement in, and awareness of, curriculum issues to develop still further evaluation of cost effectiveness and ensure that arrangements for teacher appraisal meet statutory requirements.
 (Paragraphs: 63, 64, 67, 77.)
- Improving resources, notably for mathematics and history, and increasing the number of reading books available, especially in Class 2.
 (Paragraphs: 74, 86, 97, 105, 136.)
- Improving the quality of pupils' presentation of their work.
 (Paragraphs: 23, 36, 93, 96.)
- Providing clear information for parents concerning rates of attendance and results of National Curriculum assessments.
 (Paragraphs: 27, 52, 54, 57, 71.)
- Attending to matters of health and safety as notified to governors.

- (Paragraphs: 28, 55, 73, 147.)
- Establishing policies for the induction of new staff and the restraint of pupils.
- (Paragraphs: 53, 72.)

· **INTRODUCTION**

· **Characteristics of the school**

1. Nunney First School is situated in Nunney, near Frome in Somerset. The main school buildings are Victorian, modernised over the past few years, with two temporary classrooms used for younger children. There are 55 full time children on the school roll, aged from four to nine. Eighteen of these are in the reception year, including six who at the time of the inspection were part time. Children are admitted at the start of the academic year when they are to be five. They form part of a class with Year 1 pupils. Year 2, 3 and 4 pupils are taught in one class by a combination of the headteacher, for four days, and another member of staff for one day per week. There is an average of 29 pupils in each class, when part time pupils are included.

2. Pupils are drawn from the immediate and surrounding area from a mixture of accommodation, private and rented. Parents are involved in varied employment, manual and professional. Children's attainment on entry is broadly average, but baseline assessment tests show the 1999 intake to be above this.

3. The headteacher is in her eleventh year at the school and is supported by one other full time member of staff and one part time teacher.

4. There are eight children on the special educational needs register, none of whom

has a formal statement under the terms of the DfEE Code of Practice¹. This is below the national average. Eight children are known to be eligible for free school meals, which equates to below the national average in percentage terms.

5. The school was previously inspected in April 1996. Key issues for development were raised in the following areas:-

Requirements for collective worship; Technology and the use of information technology in other areas of the curriculum; Schemes of work; Monitoring; The balance of elements of physical education; and The quality of reports to parents.

6. The school has identified as its main aim :

“To provide a broad and balanced general education which allows each child to become aware of, and to develop, his/her talents, within a stimulating, supportive and caring environment.”

7. Priorities for the current School Improvement and Development Plan include:-

Curriculum; Design and technology; Governors; Reading; Literacy; Numeracy; Home/school partnership; and Buildings.

8.

· **Key indicators**

Attainment at Key Stage 1²

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	4	7	11

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

² **Percentage in parentheses refer to the year before the latest reporting year**

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	4	4	4
	Girls	7	7	7
	Total	11	11	11
Percentage at NC Level 2 or above	School	91 (100)	91 (100)	100 (71)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	4	4	4
	Girls	7	7	7
	Total	11	11	11
Percentage at NC Level 2 or above	School	91 (86)	100 (86)	91 (100)
	National	82 (81)	86 (85)	87 (86)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School	%
		National comparative data	2.92
	Unauthorised Absence	School	5.7
		National comparative data	0.1
			0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

· **Quality of teaching**
·

Percentage of teaching observed which is:		%
	Very good or better	12
	Satisfactory or better	96
	Less than satisfactory	4

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

9. The school enables all children to attain recommended desirable learning outcomes by the time they are five. Children under five, most of whom enter school with average levels of attainment, make good progress in their reception year. The curriculum is well planned and follows a broad, balanced and relevant programme of learning. The exception being some aspects of physical development which suffer from a lack of resources and access to large climbing equipment outside.

11. In comparing the school's 1999 results with those of similar schools on the basis of free school meals entitlement; reading, writing and mathematics results are above average. Inspection evidence shows that, at the end of Year 2 standards in English are good overall with strengths in pupils' writing skills. This is an improvement over the last inspection. Standards in speaking and listening are good. Throughout the school, pupils listen attentively and express views and ideas confidently. Reading is better than expectations for this age group. Pupils have a range of strategies to read unfamiliar words. They reflect on the content of what they read and demonstrate appropriate research skills. Inspection findings are that attainment in English at the end of Year 4 when pupils leave the school is above expectations. Good standards are maintained in each element of the subject.

13. Inspection evidence indicates there are satisfactory levels of attainment in science at the end of Key Stage 1 and when pupils leave the school at the end of Year 4. Pupils have a good level of factual knowledge, notably about parts of plants and the human body; and about materials and their properties. However, pupils have too few opportunities to conduct investigations and to work towards understanding through first hand experience.

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work. Consequently, attainment at Key Stage 2 is judged as unsatisfactory.

15. In religious education attainment throughout the school meets the requirements of the locally agreed syllabus. Pupils make good progress and standards are good.

16. Progress in English is good across all the different aspects of the subject. Pupils have numerous opportunities to make good progress in the development of their speaking and listening skills. In discussions during mathematics, science and geography lessons pupils use appropriate language, and give good explanations of their views during literacy hour. In reading, pupils make good progress overall. At Key Stage 1 pupils develop good knowledge of letter sounds and blends and apply these to their reading. In Year 3 and 4 pupils make progress in fluency of reading. In an improvement since the last report, progress in writing is good. There are sufficient opportunities for pupils to draft and edit pieces of extended writing, but insufficient use is made of information technology from this point of view.

17. Pupils make sound progress in mathematics, with good progress in numeracy. They successfully build on key skills in knowledge and understanding of number and respond well to the challenge of new concepts. The school has recently introduced numeracy time in line with the National Numeracy Strategy. This provides greater structure for mathematics lessons. The school is aware that more needs to be done with regard to applying mathematics in problem solving and investigations.

18. Progress in science is satisfactory at both key stages. Pupils make good progress in their knowledge of scientific facts. However, progress in understanding is limited by the lack of experimental and investigative opportunities.

19. With better planning and resourcing progress in information technology has recently been improved. It is now good at Key Stage 1 and satisfactory at Key Stage 2. However, pupils' performance is still restricted by a lack of teaching information technology as a subject in its own right and its insufficient use to support other subjects.

20. Progress in design and technology, geography, history, music and physical education is judged to be satisfactory throughout the school. Progress in art is sound overall with good features in two-dimensional work. However, making and construction work as part of art and design and technology is underemphasised. The school has identified the need to monitor and record skill development in subjects other than English, mathematics and science, so that pupils' progress can be measured over time.

21. Pupils with special educational needs, and those for whom English is a second language, make good progress and attain standards which are in line with their experience and abilities. They are well supported by class teachers and learning support assistants. Higher attaining pupils make good progress.

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• **Attitudes, behaviour and personal development**

22. Pupils' attitudes to their work are very good, which represents an improvement on the good attitudes noted at the time of the previous inspection. Children under the age of five are able to select activities and share resources such as toys, games and pencils. They listen attentively to their teacher and comply with the school's behavioural requirements.

Most know that they must put their hands up before speaking. Their behaviour is good and they respond well to lessons, developing positive attitudes to learning. Their personal and social development is good; they work co-operatively in a supportive and industrious atmosphere. Most pupils understand the need to take turns and to listen to others. Some volunteer to help clear away books and toys at the end of lessons. Good, constructive relationships with staff, and with each other, are already developing.

23. Attitudes amongst older pupils are equally positive. They show clear enjoyment in most of their tasks and persevere despite difficulties. They are eager to respond to teachers' questions and show delight in getting the answers right. They concentrate on teachers' instructions: for example in a Year 3 and 4 dance lesson. Pupils are confident, enthusiastic and enjoy learning. The quality of the presentation of their work, however, is variable.

24. Behaviour is very good, showing further improvement on the high standard reported at the time of the last inspection. Pupils move about the school in an orderly fashion. All are aware of, and comply with, the school's behavioural requirements. In the playground, play is lively, but there is no threatening or inappropriate conduct. A family atmosphere pervades lunch. Pupils sit, chat and eat together in a pleasant sociable fashion. School resources, such as computers and musical instruments, are handled with care. The school premises and grounds are respected; there is no sign of litter or graffiti. There have been no exclusions over the preceding twelve months.

25. Relationships throughout the school are very good and a strength of the school. The tone is set by the adults in school who have created a harmonious working atmosphere. In keeping with the school's philosophy of enhancing pupils' self esteem, staff treat pupils with respect and consideration. Relationships between staff and pupils during lessons are relaxed yet positive. Staff are not afraid to use humour. Relations between pupils are particularly good. The youngest children listen attentively to others: for example when sharing 'news' at the beginning of the school day. Children of all ages and both sexes play together, confirming the views expressed by parents at the pre-inspection meeting that there is a family atmosphere in the school. In lessons, pupils readily group themselves into mixed gender groups. Pupils are happy to help each other and do so spontaneously. The few pupils of ethnic minority origin and those with special educational needs are fully integrated into the life of the school.

26. Pupils' personal development is good. Pupils are at ease in their dealings with staff, fellow pupils and visitors to the school. They are confident in performing in front of the rest of the school: for example in acting out dramas in assemblies. They carry out duties, such as dealing with dinner registers and attending to music in assemblies, efficiently and with minimal fuss. There is less evidence, however, of their development as independent learners. Pupils support charities through fund raising activities and older pupils help to distribute Harvest Festival produce to local elderly people.

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Attendance

27. Pupil attendance is very good, representing an improvement on the already good levels noted at the last inspection. At 97 per cent, it is well above the average for schools of this type. Unauthorised absence, at 0.1 per cent, is below average. Registration is carried out promptly and efficiently, and in a pleasant social atmosphere. Registers comply with legal requirements. However, information regarding attendance rates is not reported

appropriately to parents. Pupils arrive punctually for school and lessons make a prompt start.

28. Some under five children have different patterns of part time attendance - mornings only, afternoons only or three days a week - and although these children are correctly recorded in the register and accounted for for the purpose of lunch, only the reception class teacher knows precisely who should attend on what day. In that teacher's absence, there is clear potential for misunderstanding in an emergency.

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· **QUALITY OF EDUCATION PROVIDED**
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· **Teaching**

29. In an improvement since the last inspection, where teaching was reported as better at Key Stage 1, the profile of teaching is now good in both classes.

30. Teaching was satisfactory or better in nearly 96 per cent of lessons observed. It was good in 60 per cent and, in 12 per cent, very good. Two teachers taught some lessons that were very good.

31. For those under five teaching is at least satisfactory and usually good. Staff are confident, make use of good planning and assessment and relationships are very good. Children are helped to make a good start. However, there is some weakness in provision for outdoor activities. Under five and Key Stage 1 teaching is good overall. 62 per cent of lessons were good or better during the inspection with 12.5 per cent very good.

32. In Key Stage 2 the overall quality of teaching is good. However, a very small percentage of lessons was unsatisfactory in this key stage. Nevertheless, 11 per cent of lessons were very good and 33 per cent were good or better.

33. Relationships between staff and pupils are very good. Teachers and support assistants interact with pupils well. This works especially well in the group work element of literacy hour. Where teaching is satisfactory or better it is reflected in pupils' attainment and progress. For example, teaching in literacy time is usually good. Standards in reading and writing have improved steadily since the last inspection.

34. Staff have a sound understanding of the first school curriculum. They normally manage mixed age classes effectively. Teachers are well prepared and make good use of resources: for example a Key Stage 1 focus on art work on things classified 'dead or alive'. Staff plan carefully, and when teaching is good, organise activities well. In an improvement since the last report, objectives are communicated clearly: for example in good review sessions at the start of lessons. In most lessons teachers ensure work moves with pace, use good questioning techniques and provide activities which are challenging and well matched to the majority of pupils' abilities. Teachers in both key stages make good use of

an appropriate amount of homework.

35. Approximately four per cent of teaching was judged unsatisfactory. However, sometimes sessions judged as satisfactory, or even better overall, have unsatisfactory elements. There are times when pupils are not challenged correctly: for example when younger pupils in each class are involved in activities better suited to older pupils. This results in pupils making too little progress and, at Key Stage 2, having to wait, sometimes queuing for the teacher's help. In some lessons pace is too slow, introductions are too long restricting time available for practical work. The school is aware that the lack of monitoring opportunities for co-ordinators to observe the quality of teaching in their subjects has not helped to overcome this. Overall, teachers make too little use of information technology to support other subjects and, only recently, have begun to consider it as a subject in its own right. Other aspects for development include: better use of outdoor space for those under five; more efficient use of learning support assistants' time during introductions and reviews; and providing more opportunities for experimental and investigative science, especially at Key Stage 2.

36. In their marking, when they are most effective staff use a combination of praise, and constructive criticism linked to pupils' individual targets. This works best in English and mathematics. However, there are some inconsistencies in expectations with regard to pupils' presentation of their work.

37. Teachers and learning support assistants work well together. Good management of pupils by teachers is a considerable strength of the school. This has a very positive effect on behaviour. Staff, teaching and non-teaching play a major part in creating a good school ethos and learning environment.

38. The relatively low (by national standards) proportion of pupils with special educational needs is well taught. Work is well planned to meet specific needs. Praise is used well, instructions are clear and relationships are very good. As a result these pupils make good progress. Higher attaining pupils, considered as part of the school's additional education policy, are usually well challenged.

• **The curriculum and assessment**

39. Overall, the school provides a sound curriculum which is broad, usually balanced and relevant. All subjects of the National Curriculum including sex education and religious education meet statutory requirements. Since the last inspection, the school has made good improvements in the curriculum issues identified. Physical education now provides a suitable balance of all aspects of the subject and statutory requirements are met in collective worship. Planning has been successfully improved and, more recently, record keeping in information technology. However, there are still some shortcomings, especially at Key Stage 2 where pupils have insufficient opportunities to develop their information technology skills. The school has appropriately increased its time allocation for mathematics in order to implement fully the National Numeracy Strategy and raise standards.

40. The curriculum provided for children under five is sound. It is broad and balanced and covers all the desirable areas of learning. It provides children with a firm foundation for a seamless transition into National Curriculum programmes of study. There is good emphasis on practical activities, within a framework of structured choice, which contributes

positively to the development of children's social and independence skills. Whole class lessons, such as music and physical education, are less successful at meeting the needs of younger children in the class. Baseline assessments are carried out effectively and teachers use this information well when planning future work.

41. The curriculum for pupils in both key stages is broad and balanced with the exception of information technology at Key Stage 2 where pupils have insufficient opportunities to develop their skills. There is an imbalance within science, however, as there is insufficient emphasis on the experimental and investigative aspects of the subject at Key Stage 2. The school's provision for literacy is now well established and the well structured approach is having a positive effect on standards. The National Numeracy Strategy is in place and the school's overall provision for numeracy is satisfactory. However, some aspects of the application of mathematics are underemphasised. Requirements to teach sex education are met through science. There is currently no time allocation for personal and social education although aspects are covered in assemblies, religious education and science lessons. This has a restricting effect on opportunities for pupils to reflect.

42. The school has maintained the good features of planning identified in the previous inspection. Policies and schemes of work are regularly reviewed and updated in co-operation with the Frome Federation of Schools. These arrangements continue to ensure good curriculum continuity when pupils transfer to the middle school. English and mathematics schemes have not yet been reviewed to take account of the literacy and numeracy strategies, but there is an exemplary scheme for design and technology. Short term planning is good. Lessons clearly identify learning intentions and assessment procedures. The school development plan clearly specifies curriculum development.

43. The curriculum provides equal opportunities for all pupils. Those with special educational needs have full access to the curriculum with good support where necessary.

44. The only extracurricular activity at present is for recorder players, although there is country dancing in the spring and summer term. There has been a reduction in clubs since the last inspection. The curriculum is enriched by regular assembly visits from local clergy and occasional visits to the school by musicians and theatre groups: for example an Indian dancer and a puppeteer. The curriculum is extended by visits to places of geographical, historical and scientific interest such as caves, rivers and churches. The school makes good use of field trips to study its own, and a contrasting, locality.

45. Overall, assessment procedures are sound. These findings are similar to the last inspection report. The school fulfils the requirements of end of key stage tests and uses voluntary tests for Year 3 and 4. However, there are no portfolios of annotated and levelled pupils' work to guide teachers' assessments. Target setting is being used effectively to track pupils' individual progress, to set whole school targets and to involve pupils in their own short term target setting. Individual record books have been established for the core subjects which contain half termly work samples. These were piloted for English and this term were introduced for mathematics and science. They are used effectively to celebrate successes and identify pupils' next stage of learning. There are good individual reading record notebooks, to which parents contribute; and focus well on strengths and weaknesses. There is a newly introduced system to assess the foundation subjects, but teachers are uncertain whether this will provide sufficient information. The school has appropriately identified assessment in its school development planning in order to update assessment procedures.

Pupils spiritual, moral, social and cultural development

46. The school makes good provision for pupils' spiritual, moral, social and cultural development. This broadly reflects the findings of the last inspection. The school has responded to the weaknesses identified in collective worship and it now meets statutory requirements fully.

47. There is sound provision for pupils' spiritual development. This aspect is effectively fostered in religious education lessons, daily assemblies and other lessons in the curriculum. For example, in a food technology lesson, Year 1 pupils expressed wonder and delight at their new experiences, some tasting mango and kiwi fruits for the first time. Older pupils discussed with awe the stalactites and stalagmites they observed on a cave visit. The school's pond and local environment are used well to promote a sense of awe, wonder and delight in the natural world. Although there are brief moments for reflection during assemblies, opportunities in lessons are insufficient and lack depth. For example, there are few planned opportunities for reflection in review times at the end of lessons or circle times.

48. The quality of provision for pupils' moral development is very good. It is well promoted by the good ethos of the school. Teachers are polite and treat pupils with respect. The school's aims promote positive values. Pupils' behaviour in class and at play is good and often very good. All adults provide good role models and pupils are effectively taught the principles which distinguish right from wrong. Pupils work is valued through class assemblies and plenary work at the end of lessons.

49. The school makes good provision for pupils' social development. There are well thought out procedures and well trained staff, including support staff, to deal with any bullying issues should they arise. There are many opportunities for pupils to work together co-operatively within lessons. For example, in a Year 1 mathematics lesson, pupils took turns to be the leader, setting a target number for multiplication and division practice. Pupils are encouraged to take responsibility for routine jobs around the school and within their own class. They are expected to tidy the classroom and take care of their belongings. Pupils relate well to staff and visitors. They are suitably involved with the local community: for example taking harvest produce to nearby residential homes for senior citizens and people with disabilities. Fund raising for charity and an understanding of the local community are actively encouraged.

50. The quality of provision for pupils' cultural development is sound overall. A good emphasis on the historical, geographical and environmental features of their locality provides pupils with good knowledge and understanding of their own culture. Visits and visitors enhance this provision. The annual country dance festival provides further cultural enrichment for the pupils who participate. Although there is good provision for their own culture, there are few opportunities for pupils to learn about non-western cultures of the world. Although there is currently a display in the hall featuring Hinduism and Judaism, there is presently insufficient emphasis on preparing pupils to take their place as adults in today's multicultural society.

Support, guidance and pupils welfare

51. The school's arrangements for supporting and guiding pupils and promoting their

welfare are good, as was the case at the previous inspection.

52. Procedures for monitoring academic progress and personal development are good. However, the way in which results of National Curriculum assessments at the end of Year 2 are reported to parents are unnecessarily confusing. The small size of the school and the responsiveness of staff ensure that pupils' needs for academic, social and emotional support are met. The ongoing assessment of pupils' progress is satisfactory, and pupils' work benefits from positive and helpful marking. The quality of day to day, informal support for pupils is high, and underpinned by the very good relationships throughout the school. An equal opportunities policy addresses the needs of particularly able pupils as well as gender and ethnic issues. The school's philosophy for promoting self esteem ensures that personal development is monitored and promoted. However, pupils lack, the opportunity to develop socially, through competitive sport with other schools. Sex education is addressed through the science curriculum; formal sex education is undertaken by the middle school in Year 5. Pupils with special educational needs are well supported both in class and by outside specialists such as the educational psychology, audiology and speech therapy services.

53. There are very good procedures for monitoring and promoting discipline and good behaviour. The school has an expectation that pupils will behave well, an expectation reinforced by the school's behaviour policy, with its seven simple rules. The policy prescribes sanctions as well as rewards; although, during the inspection, rewards were far more frequently observed than sanctions. At break time, the school ensures that play is creative rather than aggressive by supplying ample quantities of skipping ropes and hula hoops. Supervision is warm and friendly but vigilant. All adults in school can award stickers for good work, conduct or helpful behaviour. Pupils are commended for their achievements at a weekly celebration assembly. The approach to behaviour throughout the school is consistent. Parents at the pre-inspection meeting expressed satisfaction with the school's 'firm but fair' approach to discipline. The school has an anti-bullying policy, which was the subject of parental consultation, although parents state that instances of bullying are uncommon. When it does happen, the headteacher deals directly with the matter and cases are monitored for signs of repetition. Although instances for its possible use would appear to be rare, the school needs to formulate a policy for the restraint of pupils.

54. The school has satisfactory procedures for monitoring and promoting good attendance. However, information concerning rates of attendance, as opposed to simply numbers of days attended, are not reported clearly to parents. The school is popular with the community and has created an atmosphere which ensures that virtually all pupils are happy to attend. Parents are reminded in newsletters of the importance of punctuality and an education social worker is available to deal with cases of unsatisfactory attendance. Although attendance levels are well above national averages, some families do take holidays in term time. The headteacher uses suitable opportunities, such as the induction meeting for new parents, to dissuade parents from this practice.

55. Procedures for child protection and promoting pupils' well being, health and safety are satisfactory. There is a comprehensive child protection policy and the headteacher is the person with responsibility for the matter. She has received appropriate training. All staff, including support staff, are aware of procedures. The headteacher has established an effective relationship with other statutory agencies. There is a health and safety policy which is overseen by a sub-committee of the governing body. The premises are inspected regularly. In addition, the local education authority carries out health and safety audits. However, a small number of matters concerning security and flooring have been brought to governors' attention. There are sufficient staff trained in first aid. A treatment record is kept and, in cases of accidents to children's head, parents are informed. Asthmatic pupils may

keep their inhalers with them. The school will, if it is strictly necessary, administer prescribed medicines. The school is aware of pupils with particular medical conditions, such as allergies to nuts. Contracts are in place for regular safety inspections of electrical appliances, fire equipment and physical education apparatus. Fire drills are held regularly and the alarm system is tested.

• **Partnership with parents and the community**

56. The school's links with parents and the community are satisfactory. The previous inspection concluded that they were good.

57. Information for parents is satisfactory. New parents are invited to an induction evening before their children start to attend. The school provides a prospectus which includes the information required by statute, with the exception of clear information concerning results of National Curriculum assessments; and about attendance rates. The governing body's annual report to parents is readable and informative, although there are minor statutory deficiencies; the names and addresses of both chair and clerk to the governing body are not included, nor is there any information regarding the next election for parent governors. Regular newsletters are issued. These are informative and written in parent friendly language. Newsletters do not, however, contain advance information about the work children will be doing. Some parents have said that they would appreciate such information.

58. Parents have one formal opportunity a year to discuss their children's progress, in the summer term after the issue of the child's annual report. In addition, the school holds open days. Reports are satisfactory; the child's abilities are described subject by subject, and there is some comment on personal development. Targets for future improvement are frequently mentioned and pupils add their views of the year's work. Attainment and progress, however, are described rather than evaluated. Reports meet statutory requirements. Parents find school staff responsive and accessible. They are happy to discuss matters of immediate concern daily, as children are delivered or collected. The school has tried holding information meetings, to tell parents about matters such as the implementation of literacy and numeracy, but parental attendance has been very low. The school believes that such issues are more successfully addressed through newsletters. Parents of pupils with special educational needs are fully involved in reviews of their children's progress.

59. Parental involvement in children's learning is satisfactory. Parents are consulted over school policies, such as the home-school agreement, anti-bullying policy and homework policy. Pupils have homework books in which parents and staff are expected to make entries. In addition, pupils have home-school reading notebooks. These records, when used by parents, form a useful vehicle for home-school dialogue.

60. Parents are invited to attend school events, such as the annual sports day, and Christmas concert in the church. Parents carry out voluntary work in school, for example, in helping to decorate, and some work as voluntary helpers in classrooms. Whilst there is a nucleus of parents who assist the school in organising fund-raising events, there is no formally constituted parent teacher association.

61. The school's involvement with the community is satisfactory and benefits pupils' learning in a number of ways. Pupils learn about community and society from the work they

do in fundraising, both for their own school, and for charities such as Red Nose Day and the third world appeals promoted by the children's programme, Blue Peter. Older pupils, in company with the vicar, distribute the produce donated to their Harvest Festival to local elderly people. Pupils' self confidence is developed by putting on carol services and nativity plays for parents and the community. Good use is made of the locality as a learning resource. Pupils explore their own village, its river and the surrounding Mendip Hills in support of their geography work and their cultural horizons are broadened by visits to concerts in Bristol and the theatre in Street. There are effective links with local pre-school groups and good liaison with the middle school to which pupils transfer. Pupils have a day's familiarisation visit before they move on to the middle school and contact is maintained with them for their first year there.

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• **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

• **Leadership and management**

62. Leadership and management of the school are good. The school manages pupils' behaviour especially well and standards are very good. Pupils are consistently encouraged by positive means.

63. The previous inspection was positive about leadership, but criticised some aspects of management. The school has made satisfactory progress in addressing most of these. Collective worship now meets requirements. The curriculum has more structure in schemes of work. Improvements have been made to arrangements for monitoring standards in teaching. However, the school is aware that more needs to be done to provide further time for co-ordinators to observe and support their subjects. The work of the governing body has been developed through committees and terms of reference, but more work on cost effectiveness and involvement in evaluation is still needed.

64. The leadership of the headteacher is good. She manages the school and staff well as an effective team. She sets a positive tone which others have responded to.

65. Overall, the school has sound educational direction and is suitably placed to develop still further. The headteacher and staff are making good progress in moving the school forward with the support of the governors (most of whom are new since the last inspection) through the school development plan. The school development plan indicates timescales, responsibilities and costs. It is a satisfactory tool to encourage improvement. However, some aspects need greater detail: for example to make practical arrangements clear for developments in design and technology.

66. In English, mathematics and science procedures for assessing pupils' attainment are well managed. However, fewer opportunities are created in other subjects to give teachers a clear view of what pupils know, understand and can do. In some subjects good use is being made of targets as recommended by the Qualifications and Curriculum Authority. The school is aware of the need to take this still further to challenge pupils more effectively and has clear intentions in its development plan.

67. Governors' committees have contributed to improvements: especially by maintaining staffing levels to support special educational needs; and with regard to improving the building and grounds. However, there is still a need to increase evaluation of cost effectiveness and develop governors' knowledge of curriculum issues. Overall, governors

play a satisfactory part in the management of the school. They maintain an overview of the budget and play a part in managing appointments and pay policy.

68. Organisation and support for special educational needs are good with good involvement of the special educational needs governor. Staff and resources are well managed and deployed enabling pupils to make good progress.

69. Recent initiatives to introduce literacy and numeracy times are being well managed.

70. There is a good commitment to raising standards, but not at the expense of pastoral care, and this contributes significantly to the school's caring outlook and good ethos. The school is particularly successful in managing provision for pupils' moral development, with a very positive impact on attitudes and relationships. Most pupils enjoy coming to school. The school's values and educational aims are clear. They are effectively communicated and are well supported by parents and members of the community. The day to day running of the school is good.

71. With the exception of full reporting of absence figures in the prospectus, clear reporting of National Curriculum test results, and ensuring that teacher appraisal is formally undertaken, governors meet statutory requirements. However, the school is aware of the need to develop the management of information technology. It has begun to improve resources and develop staff expertise, with recent, rapid progress. This is designed to raise the profile of the subject in line with its status as part of the core curriculum. However, at present information technology falls short of requirements and this area is underemphasised with negative effects on pupils' progress in Key Stage 2.

• **Staffing, accommodation and learning resources**

72. Teaching staff have satisfactory qualifications to meet the requirements of the National Curriculum and relevant experience of the age range they teach. Teacher expertise is used effectively to support some subjects and this impacts positively on standards: for example in music. All members of staff have co-ordinator roles which fully cover the subjects of the curriculum, religious education and special educational needs. However, this gives teachers a heavy workload with responsibility for several subjects. The monitoring role of the co-ordinator is underdeveloped as there are few opportunities for subject managers to monitor teaching and support colleagues: for example in design and technology. The quality of support provided by learning support assistants throughout the school is good and frequently very good. They make a significant contribution to pupils' attainment and progress. However, they are not well deployed during teacher input to the whole class, and during teacher led plenary sessions. Other non-teaching staff, including administrative staff and lunchtime supervisors make a positive contribution to the school's good ethos. The school is fortunate in having a resident caretaker who cleans the school very efficiently. All staff have updated job descriptions, although there is no induction policy to ensure that newly appointed staff know what support they can expect. Formal statutory staff appraisal systems have lapsed (although the school does operate an in-house system) and there are no procedures for the headteacher's appraisal. Good opportunities are provided for professional development of staff. This training has had a positive impact on standards in literacy and numeracy and more recently in information technology.

73. The school's accommodation is good. It is spacious and used well. It is well

maintained with valued self-help from parent working party groups who keep the school in good decorative order. The main building incorporates a reasonably sized hall, a well used library and newly installed inside toilets. Since the last inspection the outdoor toilets have been removed and the block converted into storerooms. The two external classrooms provide satisfactory temporary accommodation with the exception of the floor covering which is in a poor state of repair. It is particularly unsatisfactory for the under fives. The grounds are reasonably extensive with a good sized field with trees which provide shade in hot weather. The playground has a few play markings but is rather barren and uninviting. Small apparatus, such as hoops and quoits are made available to pupils at lunchtime to enhance provision. There is an environmental pond area which is used well for outdoor study.

74. Resources for the teaching of music, physical education and literacy are good. There is still no provision of large climbing apparatus for the under fives as identified in the last inspection, although there are now some tricycles. For all other subjects of the curriculum, including religious education and special educational needs, resources are adequate for the effective delivery of the curriculum. However, the school has identified needs to improve resources for mathematics and increase the number of reading books available.

• **The efficiency of the school**

75. The school receives good support from local education finance officers by virtue of a service level agreement. Office administration is efficient and the day to day administration of the school and its finances is good. The few recommendations of the auditors' most recent report have been acted upon and accounts are audited as required.

76. As a small school, Nunney First has an above average level of expenditure per child compared with national figures, but this is in line with its income. Over the past two years it has spent all money generated by numbers on roll and an extra £8300 from its financial reserves, improving non-teaching staffing, resources (notably for information technology) and facilities. Specific grants including those for pupils with special educational needs and staff in-service training are used appropriately. Efficient use is made of donations and money raised by parents and friends. The school's contingency fund, criticised as representing over-cautiousness in the last report has been reduced and now stands at the upper end of recommended levels.

77. The head consults with staff in order to prioritise spending against the needs of the curriculum. Governors confirm the budget proposed by head and finance officer and monitor spending termly. There is evidence that governors have begun to evaluate the cost effectiveness of decisions taken to enhance staffing, resources and accommodation, but the school is aware of the need to develop this still further. Presently, governors are unaware that current spending on teaching staff at 52 per cent of the budget is nearly 19 per cent below the national average.

78. The school is aware of the need for more efficient monitoring of the curriculum, particularly its delivery, by subject co-ordinators to evaluate the success of their planning. This was an issue in the last inspection and has yet to be fully addressed. Each teacher manages more than one subject and successfully controls small budgets efficiently. Staff, teaching and non-teaching, are deployed efficiently to support the curriculum with good use of staff expertise in planning.

79. The practice of learning support assistants waiting passively during introductions and reviews does not make efficient use of their time. However, normally assistants are well used and make a significant contribution to pupils' academic and personal development. They are well briefed with positive impacts on pupils' progress and behaviour.

80. Teaching time available is above the national average for under fives and Key Stage 1 pupils, and broadly in line with the average for Key Stage 2. Although the pace of some lessons is too slow: for example with introductions which are too long. Overall time is used efficiently.

81. Learning resources and equipment are stored well. They are accessible to staff and pupils in resource areas and are efficiently used, good examples being resources for mathematics and physical education.

82. The school makes good use of space, with the exception of provision for outdoor activities for the under fives.

83. Currently Nunney First School gives sound value for money. This takes into account the nature of standards achieved, pupils' progress, very good attitudes and behaviour and good quality provision (especially teaching). These are evaluated against levels of expenditure per pupil. This is a positive judgement consistent with the good comments of the last report.

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PART B: CURRICULUM AREAS AND SUBJECTS

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AREAS OF LEARNING FOR CHILDREN UNDER FIVE

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84. Children start school on a part time basis at the beginning of the academic year in

which they have their fifth birthday. Most attend full time after the autumn half term holiday although there is appropriate flexibility to take account of individual needs. Most children have experienced some form of pre-school provision and they quickly settle into school routines. Evidence from baseline assessments of the present intake of five year olds and inspection evidence indicate that children's attainments on entry are broadly average, with strengths in personal and social developments. All children make good progress. They broaden and consolidate their experience in all areas of learning by the age of five. Their overall attainments meet those expected for their age with some children exceeding these. The previous inspection indicated that standards of attainment were above average for children under five but national expectations have been raised in the last few years. Moreover, with small groups there is often significant variation in attainment from year to year.

85. Children develop their personal and social skills well through the provision of good opportunities to work and play together. They respond positively to their teacher and learning support assistants. Behaviour is very good and children listen attentively: for example in assembly. They take turns well and wait for each other to finish speaking. They negotiate their roles effectively when using their classroom 'castle' and 'hospital'. Children answer questions confidently and participate readily in music and movement lessons. They take responsibility for recording their choice of activity from a given selection. The consistent expectations by all adults and well established routines make a positive contribution to the good development of children's personal and social skills.

86. Children make good progress in the development of language and literacy skills. Most children enjoy listening to stories and handle books carefully. They begin to develop a small sight vocabulary and knowledge of the initial sounds of words. They gain understanding of rhyming words when saying familiar nursery rhymes. They take their early readers home regularly and parents give good support to the mastery and enjoyment of reading. Children spontaneously choose books when the opportunity arises, but classrooms lack inviting book corners and sufficient books to promote and encourage the activity. Children develop communication skills when engaging in role play activities. They 'write' letters to an imaginary king in their castle by making marks on paper or copying scribed messages, showing that they know that words convey meaning and the difference between pictures and text. Many can write their name although not always with correct letter orientation. The organisation of the environment for children under five to incorporate a wide variety of interesting activities, to promote self-reliance and responsibility and to extend and enrich the children's literacy skills contributes positively to the good progress made.

87. Progress in the development of mathematical skills is good. Most children count and use numbers to 10. They match bowls, chairs and beds for The Three Bears and use relevant mathematical language such as bigger, smaller and largest. Children are beginning to develop an understanding of the properties of three-dimensional shapes such as sphere, cube and cone. They develop a good mathematical vocabulary and can talk about numbers, shapes and the comparative size of objects. They are familiar with number rhymes and most join in enthusiastically and are eager to attempt them independently. Not all children can count objects with one to one accuracy or recite a simple number rhyme. Others use practical number apparatus to learn how to use the mathematical terms more and less. The good progress children make in mathematics is a result of well focused teaching which matches children's level of attainment, combined with a good level of interaction and assessment by teachers and learning support assistants.

88. Children's physical and creative development and their knowledge and

understanding of the world meet expectations for their age and they make sound progress in these areas of their learning. They move confidently in the hall with satisfactory control and good awareness of space and other children. They walk, run, skip and hop with increasing control and co-ordination. They listen to sounds of recorded music and try to clap and stamp in time to the music. The development of gross motor skills is limited by the lack of climbing apparatus and availability of outdoor play opportunities as part of the on going daily curriculum. However, tricycles and wheeled toys are used in a rota system during afternoon break. Children are developing brush technique and colour mixing skills when painting patterns and pictures. They use glue and sand to discover interesting textures and make feelie collages using a variety of materials. A wide range of activities help children to develop an understanding of the world around them. They use their senses to explore and recognise differences and similarities. They understand the need for cleanliness and safe handling of tools in food technology. Children recognise that fruits have different texture, appearance and taste and begin to identify preferences. They observe, sort and classify materials and begin to understand the difference between living things and ones that have never lived. They play with water, dough, sand and other materials and recognise their different textures, properties and uses. They control a programmable toy by entering instructions effectively so that it moves backwards and forwards and turns to the left and right. Children enjoy using the computer for simple text work such as typing their name using the mouse and keyboard effectively.

89. The quality of teaching for under fives is good. In some lessons it is very good and it is never less than satisfactory. Very good teaching is characterised by a very good understanding of how young children learn and very well planned practical activities which meet children's needs. Whole class lessons such as music and physical education are less successful at meeting the needs of under fives. The organisation of the curriculum to maximise use of the accommodation available is effective due to the good support from classroom assistants. However, the distance between the rooms poses problems for the teacher to maintain an overview. Although parents are appropriately included in the initial introduction of children into school, this partnership is not fully exploited in the classroom and relatively few volunteers help in class.

• **ENGLISH, MATHEMATICS AND SCIENCE**

• **English**

90. Results of 1999 National Curriculum tests for pupils at the end of Key Stage 1 show that the percentage of pupils achieving the expected Level 2 in reading and writing was above the national average. There was no significant difference between standards achieved of boys and girls. In both elements the proportion achieving the higher Level 3 was in line with the national average. Compared with similar schools on the basis of free school meal entitlement the school's performance is above average for reading and writing for Level 2 and for Level 3. However, a smaller percentage of pupils reached the higher level in reading than in similar schools. With only 11 pupils in this year group, statistics can prove unreliable. However, trends in attainment over the past three years show that in the last two years standards have improved.

91. Standards in speaking and listening are good at the end of Key Stage 1 and when pupils leave the school at the end of Year 4. Pupils speak clearly and confidently, particularly in discussions. They comment on and discuss the content of non fiction texts. Higher attaining pupils give clear explanations of differences between fiction and non fiction

books. For example, at the end of Year 4 pupils express a range of opinions when comparing books about witches. Pupils listen attentively and follow instructions. They evaluate the treatment of plot and characters in different stories.

92. There is a significant minority of very capable readers in all year groups. Standards in reading are good for the majority of pupils. At the end of Key Stage 1 pupils use a variety of strategies to read unfamiliar words, including phonics and contextual clues. Key Stage 1 pupils are enthusiastic about books and respond well to stories read to them by teachers. Progress in reading is monitored through teacher interaction during group reading time and through well kept reading records. The majority of pupils at Key Stage 2 read accurately, talk about texts and offer opinions about books. Most use reference books effectively for the retrieval of information. For example, a group of pupils reading a non fiction text used contents and index effectively to find information.

93. Attainment in writing is satisfactory overall, with a minority achieving good standards. Pupils at both key stages have suitable opportunities to write at length for different purposes. Extended writing skills are satisfactorily developed. The range of language used in imaginative and descriptive accounts is good. There is evidence that pupils, especially higher attainers, have developed the necessary skills to produce good stories and accounts. Good use is made of writing in other subjects. It is particularly good in religious education where pupils express themselves well in work on feelings and about other faiths. By the end of Key Stage 1 pupils have developed an awareness of the importance of simple punctuation and most use it appropriately in written accounts. However, pupils do not always take care with their work and although, handwriting is normally well formed, presentation, especially at Key Stage 2, is below expectations. Evidence from previous work confirms that pupils have too little experience of word processing and drafting using information technology. During the period of the inspection, computers were insufficiently used to support and develop writing skills.

94. Pupils with special educational needs make good progress, with most English activities well targeted to their individual needs and work set at different levels. Progress in the development of speaking and listening skills is good at both key stages for the majority of pupils in reading and writing. Good examples of progress were seen during the inspection, in role play in the Class 1 hospital area and the development of Year 2, 3 and 4 writing skills, with pupils planning play endings. Pupils demonstrated good imagination and prediction skills. In reading, Key Stage 1 pupils showed good development of strategies to sound out letters and blends to read unfamiliar words.

95. Most pupils respond enthusiastically to teachers' questions and listen to explanations and the contributions of others. Pupils have good attitudes to English lessons. They enjoy work and undertake a wide range of tasks, some independently. There is a good level of collaboration when discussing and evaluating texts, especially amongst older, higher attaining pupils. Behaviour is very good.

96. The quality of teaching is mostly good and occasionally very good. It is never less than satisfactory. Teachers have secure subject knowledge and lessons are well planned following the structures and learning objectives of the National Literacy Strategy. Where teaching is best, good questioning techniques are used to assess pupils' understanding and take learning forward. Where teaching is satisfactory rather than good, there is sometimes a lack of pace and teachers' expectations of how pupils should present their work, are not high enough. Teachers have good control. Resources are well prepared and well matched to the needs of differing abilities of pupils within the class. During the presentation of new

areas of learning at the beginning of lessons, teachers often use big books and group reading books to emphasise teaching points. There are examples of good practice in marking and target setting in both classes. Marking is evaluative and identifies areas for improvement and teachers use homework effectively to support class work. Home-school reading records are well managed. Learning support assistants are well briefed and effectively deployed to work with groups and individuals. The quality of their work, especially for groups, is very good. It makes a significant contribution to the good standards achieved. However, time is lost during introductions and reviews when assistants are not actively involved.

97. Resources are satisfactory, although more reading books are needed in classrooms. There has been a recent audit of library books and immediate requirements have been identified. The co-ordinator is developing the subject in line with identified needs. Good use is made of the good library for group activities; and is satisfactorily used for pupils' research. The subject co-ordinator has started to monitor the implementation of the National Literacy Strategy and is working on the development of writing opportunities across the curriculum. Overall the requirements of the National Curriculum for English are well met.

• **Mathematics**

98. Results of the end of Key Stage 1 National Curriculum tests and assessments in 1999, indicate that levels of attainment exceed the national average for expected levels. For higher levels results are close to the national average. This represents an improvement since the last inspection. In comparison with similar schools these results are above average for pupils attaining expected levels, but below average for those attaining higher levels.

99. Inspection findings reflect the results of 1999 National Curriculum tests at the end of Key Stage 1, which indicated that standards are broadly in line with national averages overall but with strengths in numeracy throughout the school. Levels of attainment meet expectations when pupils leave the school at the end of Year 4. At both key stages, progress is good. The improved standards are due to good teaching, an increase in time allocated to the subject and the successful implementation of the National Numeracy Strategy.

100. By the age of seven, pupils are confident when using addition and subtraction and they have a good understanding of place value. They have good understanding of multiplication and division processes, sometimes using practical aids, and often using known facts to make mental calculations. Skills in explaining thinking and solving problems are less well developed. For example, pupils find difficulty explaining patterns in numbers, although they are able to calculate answers. Pupils have a sound knowledge of standardised units of measurement and most pupils can use these appropriately. They know the properties of basic two-dimensional and three-dimensional shapes. By the age of nine, most pupils use the four rules of number well. They apply these skills using money to find totals, change and calculate the number of items purchased for a given amount. They have underdeveloped skills in devising and refining their own recording methods. However, they have good understanding of mathematical language. Standards of attainment in space, shape and measures are satisfactory. Pupils estimate and measure accurately, using metric units of length, mass and capacity. Pupils throughout the school use their numeracy skills effectively in other subjects of the curriculum: for example when moving a programmable toy robot for a required distance and direction; and weighing and measuring ingredients in food technology lessons.

101. Progress at Key Stage 1 and Key Stage 2 is good overall. Standards in numeracy are steadily increasing as a result of well planned lessons. All pupils make good progress at gaining an understanding of the language of mathematics and develop satisfactory skills in sequencing and patterning number. Progress is average overall in the development of skills in shape, space and measures. Pupils with special educational needs make sound progress throughout the school.

102. Pupils' attitudes to learning are good. They concentrate and apply themselves well. They listen carefully to teachers and learning support assistants and work well co-operatively. For example, a group of pupils took turns to set a task for their peers, and Year 4 pupils gave instructions for their Year 2 partner to follow when making three-dimensional shapes from construction apparatus.

103. The quality of teaching is good in the majority of lessons and less than satisfactory on only one occasion observed. In the best lessons at both key stages, teachers' planning clearly identifies the lesson objectives and specifies appropriate expectations for pupils of differing levels of attainment. In these lessons varied approaches are used, the class is well managed and the pace is brisk. Unsatisfactory teaching occurs where tasks are not a good match for pupils' prior attainment, resulting in over-dependency on the teacher; and where the mental session lacks pace and involvement of all pupils.

104. The curriculum policy and schemes of work have now been superseded by the National Numeracy Strategy and the school is aware that their documentation and assessment procedures now require updating. There is no school portfolio of annotated and levelled pupils' work to assist teachers with their assessment, especially newly appointed and part-time staff. There are newly introduced individual record journals in which pupils' work samples are entered half-termly. These are well analysed to identify strengths and weaknesses. Good quality resources have been purchased with numeracy funding, but the school acknowledges that these need supplementing. Overall, the requirements of the National Curriculum for mathematics are met.

• **Science**

105. Standards of attainment in science are in line with national expectations at the end of Key Stage 1 and when pupils leave the school.

106. In National Curriculum teacher assessments for seven year olds in 1999, attainment at the expected level, Level 2, was consistent with the national average and attainment at the higher level, Level 3, was above the national average. Overall, this picture is average compared with schools nationally and slightly above similar schools.

107. Pupils, including those with special educational needs, make satisfactory progress. For example, Key Stage 1 pupils are developing a sound knowledge of parts of the body and those in Year 2, 3 and 4 have extended this in work on the skeleton. Pupils use skills acquired in literacy hour, such as their understanding and use of contents and index, to find out information.

108. By the end of Year 4 pupils have a good knowledge of properties of materials and are able to sort them accordingly. For example, higher attainers know those materials that conduct electricity and those which insulate heat. However, pupils have too little experience

of experimental and investigative science in order to make predictions and try them out in practical work. A small amount of research is undertaken using computers, but information technology is not sufficiently exploited in presenting work, storing, retrieving or interrogating data.

109. Behaviour is very good. Pupils enjoy science. They share willingly and collaborate well: for example Year 2, 3 and 4 pupils negotiating who would do what in group work to make a working model of the heart as a pump. They have good relationships with teachers and each other.

110. Teachers have a secure knowledge and understanding of the subject. They plan effectively and most use good questioning techniques to provoke thought and encourage pupils to contribute at a variety of levels according to their capabilities. This is especially effective for higher attaining pupils. However, there are occasions when teachers give pupils too little opportunity to predict and speculate about outcomes. Overall, the quality of science teaching is satisfactory.

111. The school's science policy is satisfactory. It presents a three year rolling programme which allows for the requirements of the National Curriculum to be met. The co-ordinator effectively manages a budget for science and there are adequate resources. She supports members of staff by out of class discussion and in planning, but does not have sufficient opportunity to monitor teaching. This has led to an underemphasis on practical work which has a negative effect on attainment and progress.

Religious education

112. The teaching of religious education follows the locally agreed syllabus and meets statutory requirements. Pupils study festivals from other religions and are introduced to the Hindu and Jewish faiths and ways of life. They are provided with a good range of topics which covers the teaching of Christianity.

113. Evidence from the few lessons it was possible to observe, scrutiny of work, teachers' planning and discussions with teachers and pupils, indicates that standards are good, being above expectations, and that good progress is made. Pupils with special educational needs are appropriately supported and their progress is satisfactory.

114. The previous inspection report commented on learning being "fragmentary" as a result of "not following themes". This has been successfully addressed, with a clear plan of topics to be covered and a defined structure for the subject. Pupils learn about, and take part in, festivals and celebrations. They study Bible stories and parables. They think about special places and talk, and write about people, places and things that are important to them. For example, in Key Stage 1, pupils have written and drawn about things that are special to them; and higher attainers in Year 2, 3 and 4 have deepened their understanding of Buddhism in the story of the Bodhi Tree. Links with literacy are well developed through extending pupils' writing. Older pupils produce good, thoughtful written work on themes, such as 'forgiveness' and 'jealousy'.

115. Collective worship supports and extends work in religious education: for example work on Divali and Christmas. A limited amount of reflection is encouraged through religious education lessons, but overall spiritual development is restricted by lack of such opportunities: for example little structured circle time. Pupils have insufficient opportunities

to share opinions and explore feelings.

116. Pupils have good attitudes towards religious education and that teaching is good. Planning is good. Resources are adequate and effectively used.

117. Religious education makes a satisfactory contribution to the school's provision for pupils' multicultural understanding, but the school is aware of the need to develop this.

• **Information technology**

118. Levels of attainment are broadly in line with national expectations at the end of Key Stage 1 in information technology. At the end of Year 4 standards are below expected levels. These findings are not significantly different from the last report, although national expectations for the subject have been raised, together with its status within the curriculum.

119. By the end of Key Stage 1, pupils confidently use computers for text work. They find the keyboard letters to draft simple text. They use the shift, delete and return keys appropriately, change the font style and size, save and print their work with minimal adult help. They use the mouse confidently to match words and pictures. Pupils understand directional language such as left, right, forward, backward and turn and they program a floor turtle predicting and testing the results of their instructions. Pupils confidently use a tape recorder and recognise that some machines can be controlled by a series of actions. They learn that sequences affect outcomes by ordering sentences for activities such as making a cup of tea. Pupils recognise that sounds, text and pictures convey information. By the end of Year 4 most pupils can use a computer graphics package to create a picture. They confidently select and use appropriate tools and save their work. They use a word processor when producing creative writing in English. However, this is usually for their final copy instead of a first draft where they could recognise that information communication technology lets them correct and improve their work as they are working, or at a later date. Pupils search a CD Rom purposefully to locate information such as when researching for a historical project on Egypt. Some pupils can recall following up floor turtle control work by entering commands to control a screen turtle. All required aspects of the National Curriculum are covered, but some are underemphasised.

120. Progress at Key Stage 1 has good features, whilst at Key Stage 2 it is satisfactory. Both teaching and learning support staff have improved their expertise through recent in-service training and more rigorous records are being kept. All pupils have an individual logbook listing all the expected skills by the end of Year 4. The quality of teaching is sound overall and where there is direct teaching it is good. However, pupils have insufficient time allocation to enable them to develop the essential skills and techniques they need to attain the required levels, especially in Key Stage 2. The organisation and management of the delivery of the information technology curriculum lacks rigorous structure to ensure all pupils receive their entitlement. There is an underemphasis on information technology in the wider curriculum.

121. Pupils enjoy using computers. They take good care of the equipment and work well independently, and co-operatively with a partner. Some pupils use their own computers at home and they willingly share these skills with others. The subject co-ordinator has successfully led the work in planning a comprehensive scheme of work which should

provide good coverage of all recommended programmes of study. It has been agreed within the Frome Federation of schools to enable continuity in pupils' learning. Resources are satisfactory with sufficient, but not a generous number of computers, and a range of appropriate software.

- **OTHER SUBJECTS OR COURSES**

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- **Art**

122. Pupils' progress in art is satisfactory, with good features in drawing and painting. However, progress in three-dimensional work is restricted through lack of opportunity. Evidence taken from limited lesson observation, displays, samples of work, links with other subjects, a scrutiny of planning and discussion with pupils and teachers indicates that standards are consistent with national expectations.

123. Art planning has been modified to reflect time constraints imposed by the introduction of the literacy hour and numeracy strategy. Artwork is linked to topics, for instance pupils paint very good own interpretations of cave paintings. Work on famous artists and their styles is covered in both key stages: for example Van Gogh's sunflowers. In two-dimensional work, the youngest pupils in Key Stage 1 have painted pictures of themselves. Pupils progress to learning about tone: for example painting 'rainbows' using one colour to find out how many shades from light to dark they can make. In Key Stage 2, pupils progress to producing some careful observational line drawings of plants and skeletons in a variety of media.

124. Pupils enjoy artwork. They talk with pride about work on display. Teaching is at least satisfactory. Overall, planning takes into account all required aspects, but evidence suggests that three-dimensional making work is underemphasised. Some work takes place in isolation, being linked to topics and not sufficiently to the scheme of work and this restricts progress.

125. There are good class books showing examples of art in other subjects, but the absence of sketch books and individual portfolios makes it difficult for teachers to make assessments of progress. Art areas are kept tidy with pupils given some choice in selecting materials and equipment. Evidence indicates that pupils use a variety of media, such as pencil, pastel and paint effectively for two-dimensional work and this includes printing.

- **Design and technology**

126. Only a small number of lessons were taking place during the inspection. Evidence is

drawn from these lessons, discussions with teachers and pupils plus analysis of the planned curriculum and work completed by pupils. Together these establish that progress is satisfactory at the end of both Key Stage 1 and Year 4. Inspection findings are in line with those from the last inspection. All pupils have equal access to the curriculum.

127. Pupils in Key Stage 1, develop good investigational skills in food technology lessons by using their senses of smell, taste and sight. They recognise and name a variety of fruits and identify preferences in taste, texture, colour and appearance. They develop and apply their ideas when making decisions and choices for a fruit salad, drink or yoghurt. Pupils become familiar with the appropriate vocabulary and develop an understanding of hygiene and safety procedures. Pupils in Key Stage 2, develop their food technology skills when creating a variety of different sandwiches to meet a particular purpose. They learn to evaluate the health implications, visual impact and flavour of their selections. They clarify their ideas through enquiry, systematic planning and discussion. Making skills develop appropriately when pupils design and make wheeled vehicles. Pupils are taught how to cut and join lengths of wood to make a strong chassis framework. Older pupils use tools with increasing accuracy and use simple finishing techniques to customise their vehicles. However, there was no evidence of any pupils achieving higher levels in their design and make projects by involving some form of mechanism: for example, making motorised buggies as identified in planning documentation.

128. Pupils respond well in design and technology lessons. They confidently express their ideas and listen attentively to the views of others. They work co-operatively with a partner or in a small group and they follow teachers' instructions with due regard to hygiene and safety. The quality of teaching is sound overall. It is good in some aspects of the subject, but teachers' confidence and expertise is underdeveloped in the use of some materials and components. The school has identified design and technology as an area for increased monitoring and staff development.

129. The subject co-ordinator has successfully led the work in planning a recently introduced scheme of work. The scheme is comprehensive and an exemplar for other foundation subjects. There is a class assessment sheet which is currently being introduced but no portfolio of pupils' annotated and levelled work to assist teachers in assessing the full range of expectations for the subject. The school has an appropriate range of materials and some good quality tools which are readily accessible.

Geography and History

130. No lessons were seen in geography or history during the inspection due to timetable arrangements. Judgements are based on discussions with pupils and teachers, school documentation and pupils' work samples.

131. Progress is sound overall in both subjects at the end of Key Stage 1 and when pupils leave the school at the end of Year 4. There are strengths in some aspects of geography, notably the progress pupils make in studies of their own and nearby localities. This represents an improvement since the last inspection.

132. In geography, pupils in Key Stage 1 develop an understanding of geographical terms such as hill, river, pond and stream when exploring their locality. They gain simple map-

reading skills when following an adventure trail around a nearby village with contrasting features and they draw pictorial maps to show the castle, church, shop and school when they undertake local fieldwork activities. Younger pupils learn about the effects of seasonal variations in temperature by discussing clothes people wear. In Key Stage 2, geographical skills are developed well by practical thematic studies of rivers and caves. The investigation of Nunney Brook enabled pupils to extend their knowledge and understanding of geographical terms such as tributary, estuary, meander, channel and waterfall. The exploration of local caves developed pupils' understanding of how erosion produces particular landscape features, and extended their geographical vocabulary to include stalactite, stalagmite, porous and erode.

133. In history, pupils in both key stages begin to develop a sense of chronology through their experiences of field trips as well as from secondary evidence. They observe things that have, or have not, changed since Victorian times in a study of their school and learn the importance of documentary evidence such as the school log book. They compare old and modern styles, materials and customs by observing and discussing materials used for thatched roofs and clay tiles on village buildings. They have excellent opportunities to develop a sense of the past and its differences from the present by the wealth of evidence in their local environment. They find out about aspects of the past when visiting the nearby castle remains which provide historical evidence from more than 600 years ago. Pupils use dates and terms relating to the passage of time such as days, weeks, months, years, decades and centuries, and begin to define different periods such as Egyptians, Romans and Tudors. They develop an understanding of the changes in amenities, people's jobs and lifestyles, from their study of the old bakehouse, coach house, well house, quarry, pottery and drinking fountain, during their adventure and village trails.

134. Pupils respond well to their work in geography and history. Year 4 pupils talk with enthusiasm and excitement about their involvement with setting up a village trail for two other neighbouring schools. They discuss the formation of caves with a sense of wonder. They describe how it might have felt to be locked in the castle dungeon or the guard house with horror at the implications. They are less confident when identifying places on maps of the United Kingdom, Europe and the world. Pupils show respect for others' ideas in discussions.

135. Although no lessons in the subjects were seen, the impact of teaching on pupils' progress is judged as broadly satisfactory. There are recently updated schemes of work which have been produced after consultation within the Frome Federation of schools and with reference to government guidelines. The schemes lack detail however, and there is an inherent weakness in planning, especially in history, because the subject's time allocation is blocked into a once yearly topic. This impacts negatively on attainment and progress and does not allow skills to be revisited often enough to reinforce learning. A new assessment sheet for foundation subjects, to include geography and history, has been recently introduced. This suitably records pupils' strengths and weaknesses, but has not yet been fully implemented or evaluated.

136. There are sufficient resources for both geography and history and the school makes good use of the schools' museum service to supplement these: for example model pyramids and hieroglyphics are loaned for an Egyptian project. Geography resources have been recently supplemented with globes and atlases, although history resources need further development. The local environment and field trips are used well to support teaching. Computer programs are sometimes used to support topics, but this aspect of information technology is underdeveloped.

Music

137. Pupils make satisfactory progress in music. Pupils, including those with special educational needs, make sound progress over time and the situation described in the last report has been maintained. Standards are in line with what is expected of pupils of this age. Pupils have sufficient opportunities to be involved in a range of musical activities. In Key Stage 1, pupils sing with a good sense of rhythm; learning to clap and perform actions to songs. They are introduced to a variety of instruments and treat them with care. Pupils have a satisfactory appreciation of simple notation and are making good progress in awareness of volume and pitch.

138. In Year 2, 3 and 4 there are plans for pupils to sing together in lessons and assemblies; and to create their own music to achieve a planned effect. They begin to use graphic notation to record their compositions. Recorder club, an extracurricular activity, enables some pupils to take this further and gives them opportunities to perform.

139. Pupils are well motivated and approach activities eagerly and happily. Their response to music is good. Pupils listen carefully and follow instructions well.

140. Music teaching is satisfactory. Staff make satisfactory use of taped music programmes to provide structure and accompaniment to lessons.

141. The intended music curriculum is broad, and covers all required aspects. For example, good work was seen in Year R and Key Stage 1 with pupils being taught listening techniques and being given good opportunities to experiment with the sounds of untuned percussion. Planning is guided by a policy and outline scheme of work and is of sound quality with clear learning objectives. However, there are too few opportunities to appreciate, appraise and reflect on different styles of music. Although entry music for assembly is used to focus pupils' attention, the potential to enhance pupils' spiritual and multicultural awareness is underdeveloped. Assessment is not considered in planning and staff make little formal evaluation of individual pupils' work. However, they do know pupils well and are able to comment appropriately on school reports.

142. There are adequate resources for the subject: for example a satisfactory range and quality of tuned and untuned percussion instruments, which allows all pupils in a class to take part in making music together. Storage and access to resources, in the library, are satisfactory.

Physical education

143. Pupils reach standards as expected for their ages in physical education. There are strengths in gymnastics at Key Stage 1, and, as reported by the school, strength in swimming at Key Stage 2. Problems concerning the balance of the curriculum have been addressed by reducing time devoted to swimming. As at the time of the last inspection, pupils in both key stages, including those with special educational needs, are making satisfactory progress.

144. Pupils are beginning to link movements together successfully to form sequences in gymnastics in Key Stage 1. They show good control and initiative when moving,

demonstrating a good range of travelling styles. As observed in the playground, pupils are developing hand/eye co-ordination well, throwing and catching with appropriate accuracy and control.

145. Pupils develop greater control in Key Stage 2, with good emphasis on the quality of movements. They are well aware of safety when moving, and have a satisfactory awareness of others around them. Pupils handle small apparatus and equipment appropriately, and take responsibility for setting it out and putting it away. Key Stage 2 pupils have the opportunity to respond to taped programmes as a stimulus in dance. The school reports that in swimming, by the end of Year 4, most pupils reach the required standard in swimming 25 metres, with some pupils competent in a variety of strokes.

146. Pupils are keen and enthusiastic, and willing to learn new skills. Their response to physical education ranges from good to very good. Pupils work well together, sometimes in mixed age and gender groups and behave well. They follow instructions, are appreciative of the work of others, and listen well to teachers.

147. Teachers are enthusiastic and set a good example. Teaching observed in Key Stage 1 was good, and satisfactory in Key Stage 2. Pupils were extended mentally and physically, and they are well aware of the need for exercise to stay healthy. Overall, planning is satisfactory, with due regard to safety, although attention needs to be paid to appropriate footwear for dance and making sure the piano is not in the way. There are clear learning intentions, and activities are appropriately chosen to achieve objectives. Most lessons begin with warm ups, and end with cool downs.

148. There is a satisfactory curriculum for physical education, which includes outdoor activities, making use of the playground and field. Insufficient assessment opportunities are featured in planning and records of individual pupils' performance do not record progress made. Such a lack of formal assessment does not inform future planning, but staff work well together to evaluate their work.

149. With the exception of suitable outdoor climbing equipment for those under five, resources are good in both quality and quantity. They are stored well and used effectively.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

150. The inspection team consisted of three inspectors, including a lay inspector. The inspection was carried out during the week commencing Monday 15th November, and covered six days of observations and interviews. Before the inspection, the Registered Inspector attended a meeting of parents to discuss inspection issues and to hear the views of the eight parents who attended.

151. During the inspection, the team observed 25 lessons or parts of lessons, and attended daily assemblies and registration periods. A total of almost 36 hours was spent gathering evidence during the inspection. A sample of pupils from each age group was heard reading, and pupils' behaviour in the playground and around school was observed. Discussions were held with members of staff, governors and parents. Inspectors spoke to

pupils about their work. The team scrutinised policy documents, financial statements, teachers' planning, samples of work in each year group, pupils' records, and attendance registers. Inspectors examined resources provided by the school, and reviewed the quality of accommodation.

152.

· **DATA AND INDICATORS**
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· **Pupil data**
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	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 – Y4	55	0	8	8

· **Teachers and classes**

· **Qualified teachers (YR - Y4)**

Total number of qualified teachers (full-time equivalent):	2.2
Number of pupils per qualified teacher:	25

· **Education support staff (YR – Y4)**

Total number of education support staff:	3
Total aggregate hours worked each week:	50

Average class size:	27.5
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· **Financial data**

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Financial year:	1999
	£
Total Income	119209
Total Expenditure	123749
Expenditure per pupil	2380
Balance brought forward from previous year	16073
Balance carried forward to next year	11533

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· **PARENTAL SURVEY**

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Number of questionnaires sent out:	116
Number of questionnaires returned:	44

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	37.2	60.5	2.3		
I would find it easy to approach the school with questions or problems to do with my child(ren)	68.2	31.8			
The school handles complaints from parents well	20.5	61.5	17.9		
The school gives me a clear understanding of what is taught	25	61.4	11.4	2.3	
The school keeps me well informed about my child(ren)'s progress	38.1	42.9	16.7	2.4	
The school enables my child(ren) to achieve a good standard of work	45	50	5		
The school encourages children to get involved in more than just their daily lessons	31	64.3	4.8		
I am satisfied with the work that my child(ren) is/are expected to do at home	38.1	50	7.1	2.4	2.4
The school's values and attitudes have a positive effect on my child(ren)	51.2	44.2	4.7		
The school achieves high standards of good behaviour	61.9	35.7	2.4		
My child(ren) like(s) their school	65.9	34.1			

· **Summary of responses**
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Most written responses, of which there were few, were positive. Some parents expressed concern over homework; too much or too little. Inspectors find that the school's homework policy is appropriate and well managed.