

# INSPECTION REPORT

## **HUISH EPISCOPI PRIMARY SCHOOL**

Langport

LEA area: Somerset

Unique reference number: 123648

Headteacher: Mrs P Fox

Reporting inspector: Mr Stephen Dennett  
13712

Dates of inspection: 31 January - 3 February 2000

Inspection number: 189949

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	North Street Langport Somerset
Postcode:	TA10 9RW
Telephone number:	01458 250673
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr P F Ulf-Hansen
Date of previous inspection:	30 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Stephen Dennett	Registered inspector	Information Technology Art	What sort of school is it? The school's results and pupil's achievements How well are pupils taught? What should the school do to improve further?
Brian Sampson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Kay Cornish	Team inspector	English History Music Children under five	How good are the curricular and other opportunities offered to pupils?
Yvonne Bacchetta	Team inspector	Science Design and Technology Geography Equal Opportunities	Pupils' attitudes, values and personal development
Gary Williams	Team inspector	Mathematics Religious Education Physical Education Special Educational Needs	How well is the school lead and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Huish Episcopi Primary School provides full time education for 210 pupils aged four to eleven years. It is situated in the small market town of Langport in Somerset. Whilst the school has a higher than average proportion of pupils on the register of special educational needs, there are a lower than average number of pupils with statements. Classes are of an average size, but the pupil-to-teacher ratio is high.

Pupils come from a wide range of backgrounds and the social and economic circumstances of the majority of families are below average. The percentage of pupils who apply for free school meals is lower than the national average, mainly because the school does not provide a meals service. Evidence shows that eligibility for free meals is much higher than the uptake. There is one pupil from minority ethnic groups, but all pupils speak English as their main language. Standards are below average for most four-year-olds when they start school.

### **HOW GOOD THE SCHOOL IS**

This is an improving school, which provides a satisfactory education for its pupils. Pupils' standards in mathematics and science are good by the time they leave school at 11, and in most other subjects, standards are satisfactory. However, standards in writing and information technology are below average at both key stages and science at Key Stage 1. Overall, the school's strengths outweigh its weaknesses. The school provides satisfactory value for money.

#### **What the school does well**

- Standards in mathematics and science are above average at the end of Key Stage 2
- Children under five are taught well and they make good progress in the reception class.
- Pupils have positive attitudes to their work, they generally behave well and their personal development is good.
- There is good provision for pupils with special educational needs and they make good progress.
- The school's provision for pupils' personal development is good and provision for their spiritual and cultural development is very good. The procedures for ensuring pupils' welfare, health and safety, including child protection, are very good.
- The governing body, headteacher and senior staff provide good leadership for the school, which is efficiently managed.

#### **What could be improved**

- Standards of writing, which are below average at both key stages.
- Standards in science at Key Stage 1, which are below average.
- Pupils' achievements in information technology, which are below the expected level throughout the school.
- The balance of the curriculum provided.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION**

The school has made satisfactory progress in addressing the issues raised by the previous inspection. There is now an appropriate marking policy and teachers generally make useful evaluative comments which help pupils to progress in their learning. Most teachers now make appropriate use of assessment information to adjust lessons plans. The school has effective systems for monitoring pupils' progress and for setting appropriate individual and group targets. However, there has been insufficient progress in raising standards in information technology. In addition, teachers still do not regularly identify opportunities for the use of information technology when planning for other subjects. The quality of teaching has improved considerably and the proportion of good teaching seen on this occasion was higher than that during previous inspection.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	C	D
mathematics	E	B	A	A
science	D	B	B	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children under five achieve standards which are similar to the national average by the time they reach their fifth birthday. By the age of seven, pupils achieve standards in national tests which are average in reading and mathematics, but below average in writing. Observations made during the inspection confirm these results.

The above table shows that in national tests, pupils achieve standards which are average in English, well above average in mathematics and above average in science, by the time they are eleven. The findings of the inspection confirm that standards in mathematics and science are above average, but in English they are below.

Standards in writing are below average throughout the school. The school has recognised this weakness and is taking steps to raise standards as a matter of urgency. Throughout the school, standards of numeracy are above average. Standards in information technology are unsatisfactory at both key stages. Standards in religious education meet the requirements of the locally agreed syllabus at the end of both key stages.

Pupils' achievement is at the level expected in art and history throughout the school. However, their achievement in geography and design and technology are generally below that expected from pupils of this age. Achievement in physical education is satisfactory at Key Stage 1, and good at Key Stage 2. Pupils' achievement in music is good at both key stages. Pupils with special educational needs make good progress throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to their work. They are enthusiastic about school and are interested and involved in the activities they are set.
Behaviour, in and out of classrooms	Behaviour is good. Most pupils respect the school's rules and encourage one another to observe them.
Personal development and relationships	Personal development is good. Relationships throughout the school are good and pupils treat adults and each other with respect and consideration.
Attendance	Attendance is below the national average. Pupils generally arrive punctually.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

In lessons seen, 98 per cent of teaching was at least satisfactory. In 57 per cent of lessons it was good and in 5 per cent it was very good. The teaching of children under five is consistently good. The teaching of English, although satisfactory overall, shows some weaknesses in the teaching of basic writing skills. The

teaching of mathematics is good overall, especially the teaching of numeracy. Overall, the teaching of science is satisfactory, but there are weaknesses in the teaching of science at Key Stage 1. The teaching of information technology is unsatisfactory at both key stages. Although the quality of teaching seen in lessons was good overall, the impact of teaching over time is judged to be satisfactory.

The quality of pupils' learning is satisfactory overall and their acquisition of skills, knowledge and understanding is appropriate. Overall, pupils' intellectual, physical and creative effort is good and they work hard, and to good effect, in mathematics and science at Key Stage 2. However, in some classes there are insufficient opportunities for pupils to work independently and as a consequence, this aspect of their learning is underdeveloped. Pupils with special educational needs learn well and make good progress as a consequence.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad and relevant to the needs of the pupils, but contains some imbalances. The range of extra-curricular activities is very good. The community makes a very good contribution to pupils' learning.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall quality of provision is good. Provision for pupils' social and moral development is good and provision for their spiritual and cultural development is very good.
How well the school cares for its pupils	The quality of care is very good. Procedures for child protection are very effective. The school has very good procedures for promoting good behaviour. The school has a very good partnership with parents.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational direction for the school and is successful in creating a secure and caring learning environment.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities appropriately, but its monitoring of individual subjects requires further development. Governors generally have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school has good systems for evaluating and monitoring its performance and has begun to take effective action to remedy weaknesses which have been identified.
The strategic use of resources	The school makes good use of the resources at its disposal and has good systems for financial planning. The school has adequate staff and resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Many parents think the quality of teaching is very good.</li><li>• Several parents commented favourably on the good range of extra-curricular activities.</li><li>• Many parents think the school handles racial issues very well.</li><li>• Many parents think the leadership and management of the school is good.</li><li>• Many parents think the ethos of the school is excellent.</li><li>• Most parents think the school cares for their children well.</li><li>• A number of parents expressed the view that the school provides good individual support for their children.</li><li>• Parents appreciate the efforts made by the school to involve them in its activities.</li></ul>	<ul style="list-style-type: none"><li>• Some parents would like more frequent reports on their children's achievement.</li><li>• A few parents would like more notice of occasional holidays.</li><li>• Some parents are concerned about the security of the school site.</li><li>• A significant number of parents have concerns about funding and budget cuts.</li><li>• Some parents are not happy about mixed-age classes.</li></ul>

The inspection team agrees with many of the strengths identified by the parents. The quality of information provided to parents, including reports, is good and gives adequate notice of school events. The school makes very good provision for pupils' safety, and effective security measures are in place. Parents feel that the school handles their concerns well and the inspection team confirms this view. Pupils in mixed-aged classes are making appropriate progress and receiving a very similar education to their peers in single-age classes.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Standards are below average for most four-year-olds when they start school. By the time they are five, most achieve standards which are similar to the national average in language and literacy, mathematics, their knowledge and understanding of the world, and creative development. They achieve standards which are above average in their physical and personal development.
2. At Key Stage 1, standards in national tests are average in reading and mathematics, but below average in writing. In comparison with schools with a similar proportion of pupils eligible for free school meals, standards are above average in reading, below average in mathematics and well below average in writing. The year group taking the tests in 1999 was small and contained a significant proportion of pupils with special educational needs. In general, there is considerable variation in the composition of year groups throughout the school, with several classes having significant numbers of pupils with special educational needs. Over time, standards in reading and mathematics show an improvement, but standards in writing have declined recently. The inspection findings are that pupils achieve standards which are close to the national average in reading and mathematics, but which are below average in writing.
3. At Key Stage 2, standards are average in English, well above average in mathematics and above average in science. In comparison with similar schools, standards are below average in English, well above average in mathematics and above average in science. Since 1997, standards in science and mathematics have risen considerably. However, standards in English have declined since 1998. The findings of the inspection confirm that standards in mathematics and science are above average, but in English they are below. Overall, taking all core subjects together, the standard is close to that found nationally and to that found in similar schools. Although pupils' reading is generally good, standards in writing are below average. Pupils make insufficient progress in extending simple sentences in order that compound sentences emerge fluently and with style and enriched vocabulary. Older pupils lack good skills in writing new spellings through building syllables and remembering letter strings. Standards in mathematics are above average and pupils show a good understanding of mathematical concepts. They use fractions to find parts of numbers and relate this to percentages and in the upper part of the key stage they are able to solve simple problems involving ratio and proportion.
4. The school has set appropriate targets for English and mathematics. The current target for English is 56 per cent of pupils attaining level 4 or above in the national test. This seems reasonable, as 40 per cent of the year group are on the register of special needs. The targets for mathematics is 61 per cent of pupils attaining level 4 or above. Again, in the light of the composition of the year group, this seems appropriate. The school is making the appropriate progress towards meeting these targets, and is likely to exceed them in the case of mathematics.
5. Standards in writing are below average throughout the school. The school has recognised this weakness and is taking steps to raise standards as a matter of urgency. Throughout the school, standards of numeracy are above average. Standards in information communications technology are unsatisfactory at both key stages. The amount of time pupils spend using computers is very limited and as a consequence, they have poorly developed basic information technology skills. This in turn prevents the majority from using appropriate technology effectively to support their learning in other subjects. Standards in religious education meet the requirements of the locally agreed syllabus at the end of both key stages. They have an appropriate awareness of several world religions, as well as a satisfactory grasp of Christianity.
7. Pupils' achievement is at the level expected in art and history throughout the school. However, their achievement in geography and design and technology are generally below that expected from pupils of this age. Achievement in physical education is satisfactory at Key Stage 1, and good at Key Stage 2. Pupils' achievement in music is good at both key stages.

8. Pupils with special educational needs make good progress and generally attain standards which match their capabilities well. They have positive attitudes to their work and as a consequence get the maximum benefit out of the opportunities for learning they are offered. There is no significant difference in the attainment of boys and girls.

### **Pupils' attitudes, values and personal development**

9. Pupils have positive attitudes to school. They have a real interest in all aspects of its life and are involved in a wide range of activities. This is a very similar response to that found by the previous inspection. In most lessons, pupils respond enthusiastically and are attentive to the teacher. They concentrate well, taking care to finish work accurately. They welcome visitors in a friendly manner and enjoy explaining what they are doing. For example, how they use the school nature reserve to complement their studies in science. Parents appreciate the good attitudes and values promoted by the school.
10. Behaviour in and around the school is good. Pupils respect the behaviour code and appreciate the encouragement they receive from regular awards assemblies. Pupils generally behave well in class and any incidence of inappropriate behaviour is dealt with promptly by staff. A small minority of pupils, who have emotional and behavioural difficulties, occasionally demonstrate challenging behaviour, but again these are dealt with promptly and effectively.
11. Pupils are sensitive and respectful towards each other, their teachers and other adults. They respond very well to issues concerning caring and compassion in assemblies. Pupils respond well to the opportunities provided for quiet reflection and prayer. During the time of the inspection, the school was in mourning for the death of one of its pupils and this provoked many sensitive and touching comments from several children. Pupils respond well to opportunities for thoughtful reflection about moral issues, such as prejudice, and appreciate being able to voice personal concerns in 'circle times'. Pupils in Year 6 are able to discuss in small groups effectively, deciding appropriately who will take responsibility for the various roles in carrying out a science investigation. After this, they collaborated very well, developing a good level of understanding.
12. At school council meetings, pupils share concerns appropriately and moral issues are discussed by the class representatives from each class in Key Stage 2. This democratic institution enables pupils to vote and make decisions effecting the whole, such as whether football should be played on the playground. Pupils develop good relationships through the 'buddy system,' where older pupils sit with younger ones at lunch time, and in reading sessions when a group of older pupils read with younger ones.
13. Attendance is unsatisfactory, mainly due to a few pupils who were poor attenders during the last academic year. The situation is improving and during the period of the inspection, attendance was satisfactory. Figures for unauthorised absence are well below the national average.

### **HOW WELL ARE PUPILS TAUGHT?**

14. The quality of teaching is satisfactory overall and the teaching of children under five is good. There has been an improvement in the quality of teaching since the previous inspection and in lessons seen, 98 per cent of teaching was at least satisfactory. In 57 per cent of lessons it was good and in 5 per cent it was very good. This is a higher proportion of good and very good lessons than was seen previously. The good teaching seen in lessons has not yet had a sufficient impact on standards in some areas of the curriculum and as a consequence, inspectors judged the quality of teaching to be satisfactory overall. Other factors which contribute to this judgement are the variation in the use of homework to support learning, the generally inadequate use of information technology by most teachers and the variable use of assessment information to appropriately adjust lesson planning.
15. The teaching of English at Key Stage 1 is satisfactory overall, with some unsatisfactory features in the teaching of writing. Teachers do not provide pupils with sufficient opportunities to write at length or to compose texts for different audiences. Overall, this has a negative impact on standards,

and most pupils are not reaching the required level by the time they are seven. Teaching at Key Stage 2 is at least satisfactory, with a number of good features. There are some particularly good features in the teaching of English at the end of the key stage. The provision of a broad range of reading material is good and teachers manage and control pupils well. Good use is made of time, support staff and resources. The quality and use of assessment for reading is good, marking is regular and links with other subjects are well-established. This good quality teaching at the end of Key Stage 2 has a positive impact on the pupils' learning, their behaviour and on their enthusiastic attitudes towards books.

16. In mathematics, the quality of teaching is good throughout the school, with some very good teaching being seen. Lessons are planned appropriately for pupils' needs and work is developed progressively building on previous knowledge and understanding. Objectives are clearly identified at the beginning of the lessons and often recapitulate previous learning to reinforce the topic. Teachers generally have high expectations of pupils' behaviour, response and attainment. Effective use is made of resources and time. Teachers are making good use of the Numeracy Strategy and the grouping of pupils by prior attainment in order to raise standards.
17. At Key Stage 1, there are unsatisfactory aspects in the teaching of science, as pupils do not develop a sufficient understanding of investigative science. As a result, standards are not high enough at the end of Year 2 in the subject. At Key Stage 2, the quality of teaching is good and teachers' subject knowledge has a particularly positive impact on the good standards achieved by pupils at the end of Year 6. The quality of investigative work provided by teachers also enables pupils to develop good skills of scientific inquiry.
18. The teaching of information technology is unsatisfactory overall. Teachers generally have insecure subject knowledge and expertise. Teachers' planning does not regularly identify opportunities for the use of technology and the time allowed for pupils to work on computers is well below the national recommended minimum. As there is very little direct teaching of information technology, pupils' progress is haphazard and teachers do not assess pupils' capabilities with sufficient regularity to ensure that tasks are well matched to their prior attainment. As a consequence of these shortcomings, pupils make insufficient progress in their acquisition of information technology skills and standards are below average throughout the school.
19. In religious education, although the quality of teaching seen in lessons was generally good, the overall impact on pupils' learning is satisfactory. The quality of teaching over time was therefore judged to be satisfactory. In the best lessons teachers' knowledge of the subject and their use of a variety of strategies help to promote the subject successfully through appropriate teaching, which ensures the active participation of all pupils and secure appropriate progress. Teachers give good emphasis to asking questions to find out pupils' reasons for their opinions even when they are very young.
20. Outstanding features of the best teaching seen in other subjects during the inspection include high expectations of behaviour and academic performance, generally good subject knowledge and effective pupil management. Less effective teaching did not make good use of time, assessment information or of homework to support pupils' learning. The quality of teaching for pupils with special educational needs is good. It is well-focused on their individual needs. Teachers use a wide range of strategies to support their learning. These pupils learn well and make good progress as a consequence.
21. The quality of pupils' learning is satisfactory overall and their acquisition of skills, knowledge and understanding is appropriate. Pupils' intellectual, physical and creative effort is good and they work hard and to good effect in mathematics and science at Key Stage 2. However, in some classes there are insufficient opportunities for pupils to work independently and as a consequence, this aspect of their learning is underdeveloped. The pace of most lessons is generally brisk and progress is good. However, as a significant number of pupils are of below average attainment, this good progress has yet to have a significant impact on standards in some subjects. Pupils have an appropriate knowledge of their own capabilities and their rate of learning. They are generally appreciative of the opportunities they are offered to learn.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

22. The curriculum for pupils at both key stages is broad, but it is not balanced. Not all statutory requirements are met, and as a consequence, the curriculum is unsatisfactory overall. This is not as good a picture as was found by the previous inspection.
23. The learning opportunities for children under five are good. The balance of curricular provision, based on the Early Learning Goals, is good. Children have good opportunities to choose activities from a carefully structured framework of interesting and educative tasks, as well as applying themselves to targets which the teacher has directed them to do. Planning for children under five is appropriate and good and it ensures that children learn quickly and thoroughly.
24. Teachers plan yearly, termly and for units of work which have detailed lesson objectives. These aims are often shared with pupils at the beginning of lessons. Teachers work hard to plan interesting lessons in order that a clear structure ensures that pupils make appropriate progress overall. Planning for numeracy, music, physical education, special educational needs and some aspects of history, is good. Coverage for religious education is satisfactory and meets the requirements of the local education authority's agreed syllabus fully.
25. The school provides good learning opportunities for pupils with special educational needs. Pupils make good progress and achieve appropriate standards in their own individual educational targets. The school places a high priority on pupils with special educational needs in all aspects of the school's opportunities. The school undertakes a full range of tests each year to diagnose the rate of progress of all pupils, so that pupils' problems are identified quickly. The co-ordinator for special educational needs gives good support to teachers and learning support assistants in order to devise and implement together appropriate programmes of work. Visiting specialists come to school regularly and give good help to staff for planning targets for pupils with special educational needs.
26. The school has implemented the National Literacy Strategy appropriately, and teachers are using the planning for the Literacy Hour to generally good effect. However, there are generally too few planned opportunities for pupils to write at length or for different audiences. This means that the programme of study for English is unbalanced and standards have suffered as a consequence. The school has recognised this weakness and steps are being taken to redress the present imbalances. The National Numeracy Strategy has been implemented effectively and this is having a beneficial effect on standards in mathematics and in the use of numeracy across the curriculum. There has been a marked improvement in standards in mathematics since the school introduced the strategy, ahead of many schools.
27. Extra-curricular activities are very good, particularly for sport. After-school provision during the year includes opportunities for choir, chess, art, computer technology, netball, football and rugby. Pupils from the school also participate annually in a local swimming gala. Most terms, pupils go out on educational visits, such as to Muchenley Abbey, Corfe Castle, Hinckley Point and religious buildings in inner-city Bristol. Pupils have visited the theatre. Musical and dramatic performances from visitors have been enjoyed by pupils at school. All pupils have experienced an environmental walk along the River Parrett. Pupils in Year 6 have participated in a residential visit to Swanage, where activities included abseiling, orienteering, archery and geographical fieldwork. The good quality extra-curricular activities have a positive impact on pupils' learning, especially in physical education.
28. The school cultivates pupils' personal development, including spiritual, moral, social and cultural development, to a high standard. Overall, this provision is a strength of the school and has some very good features. As a consequence, pupils' attitudes are positive and they make good progress in their overall personal development. The school meets all the statutory requirements for collective worship.
29. Very good spiritual development is provided through collective worship and the ethos of the school. Opportunities for collective worship are frequent and based firmly on the Christian faith. The times for prayer and inner reflection are very effective in enabling pupils to reflect on their

own beliefs. In assemblies, pupils gain very good personal insight into their own responses, relationships and reflections on the nature of God. Through their religious education lessons, pupils receive informed tuition on the spiritual beliefs of their own and other cultures.

30. The provision for moral development is good. The policy for rewards and sanctions provides clear parameters to encourage positive behaviour. Teachers have good management strategies to encourage pupils' respect of truth, charity and justice. As a result, pupils clearly know right from wrong. Teachers and all adults provide good role models so that pupils develop natural respect. Moral issues are explored thoroughly through a well-planned programme of personal, social and health education.
31. Provision for pupils' social development is good. Opportunities to encourage pupils to take responsibility, show initiative and develop an understanding of citizenship are good. From the time they begin school, pupils are encouraged to relate well to each other, to share willingly, and to take turns to speak and to listen. The school firmly establishes respect for other people, particularly those with special educational needs, so that everyone is acceptable. The school encourages respect for the neighbourhood, the wider environment and those less fortunate. Many opportunities are given through school clubs, sporting activities, concerts, visits and visitors, in order to encourage good social development.
32. There is very good provision for cultural development. Pupils show a deep appreciation of the richness and diversity of different cultures and their faiths. In lessons for religious education, history, art and music, pupils are given valuable opportunities to learn about other cultures. For example, pupils on Year 5 have undertaken a study of Islamic art as part of their learning about the religion. Visitors to the school to explain about their cultures, have their origins in Greece, India and Israel. The school sponsors a school in India and pupils raise money and write letters to a pupil at the school. Older pupils have visited an inner-city mosque at Bristol. There are plans to make further links with other communities through the Internet.
33. There are very good links with the local Church. The vicar regularly conducts collective worship in the school and is a frequent visitor. The school makes very good use of the local church to celebrate at festivals. Links with other primary schools and the community college are good. All these good features, including duties at school and involvement in the school's own council, contribute significantly to pupils' personal development so that all pupils have very good opportunities to mature responsibly as they progress through the school.
34. There is good provision for pupils with special educational needs. The special needs co-ordinator supports pupils well and the curriculum provided for them is good. Individual education plans provide effective guidance for teachers and support staff and this has a positive impact on the progress of the pupils. The school meets the requirements of the Code of Practice well and early identification of potential difficulties ensures that pupils' needs are met well in practice.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

35. The overall standard of care provided by the school for its pupils is good. The school's procedures for child protection and for ensuring pupil's welfare are very good and these are a strength of the school. They compare very favourably with the previous inspection. The quality of care for children under five is good and this enables them to make a secure start in school.
36. Currently, the school is compiling its very detailed health and safety risk assessment. All recommended issues are either being worked on or have been completed. The school secretary, who is a health and safety governor and well trained, ensures a very smooth running system. A very well detailed health and safety policy exists of which all staff are well aware. No major health and safety problems were found in the school during the inspection.
37. Parents think the school cares for their children well. Parents are well informed of pupil's accidents and all staff are all aware of any specific medical problems that pupils have and are well briefed on how to deal with them. Recently all staff have received first aid and EpiPen training. Good use is

made of outside agencies. A drugs consultant has been into the school and talked to the children and the local policeman discusses 'Stranger Danger' and traffic problems with them. The school's provision for the overall safety and welfare of its pupils is very good.

38. The school has satisfactory procedures for the monitoring of pupils' academic performance and personal development. Procedures for assessing pupils' attainment and progress are good. The school sets clear learning targets and pupils with special educational needs have well-written education plans. The school uses its assessment information well to group pupils and put them into groups according to prior attainment for mathematics. Individual, annual, academic reports are well used to record information and inform parents of progress.
39. Although less well developed, the school's use of assessment information to guide curricular planning is now satisfactory. Since it was made a key issue at the previous inspection, the school has been working on this area. Individual teachers track pupils' progress and try to set realistic and well focused, group and individual targets. These are also discussed at Key Stage meetings. Such procedures are now beginning to have a positive impact on standards and progress in many subjects.
40. The school has good procedures for the support and guidance of its pupils. There are significant numbers of pupils with special educational needs in some year groups and these pupils are well supported by the school's special educational needs co-ordinator and hard working support staff. The personal development of these pupils is supported well by school procedures. The school has an effective personal, social and health education curriculum for all of its pupils. They are assessed frequently by their teacher and some targets for personal development are set. This has a positive effect on pupils' development in this area. The school makes very good use of outside professional help to support pupils' social and health education.
41. Procedures for monitoring and improving attendance are good. All registers are marked appropriately in accordance with current legislation and returned promptly to the school office. The school has an effective routine for identifying pupils who arrive late. Parents have been made well aware of their relevant responsibilities and respond well. The school has an efficient system of absence forms including one for holidays in term time. Quite a high percentage of pupils do take holidays during term. Consequently, although the school does its best to try and deter this, both its authorised absence figures for 1998/99 are above the national average.
42. The school has very good procedures for both, monitoring and promoting good behaviour and eliminating oppressive behaviour. These are both strengths of the school. Staff are well trained. Awards and sanctions are clearly defined. Pupils like the concept of 'Golden Time', 'Golden Rules' and the 'Golden Book'. The 'Special Person' for the week award, where children make up complementary things about the person and write them on the notice board, is very effective in building self-esteem. The school has an effective system of yellow and red cards in the playground. This works the same as in football and can result in loss of lunch time and playtime. The school also runs a Behaviour Recovery Programme for pupils with identified behavioural problems.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

43. The parents' views of the school are positive Overall, parents are pleased with what the school provides for their children. The general effectiveness of the schools' links with parents is very good and a definite strength of the school. The quality of information provided for parents, particularly about progress is good. These standards compare well with the previous inspection, which stated that parents were well informed. There are regular newsletters to the parents and also various other letters, concerning such as, extra curricular, sporting or out of school events. The school's prospectus is a well informed document which parents appreciate. It conforms with all statutory requirements. However, the current, annual, Governors' Report to Parents is lacking two minor statutory items of information. The school has been made well aware of these. Parents are kept well informed of their children's academic and personal progress through clearly worded annual reports and there are many opportunities for parents to discuss their children's work.

44. The impact of parental involvement on the work of the school is still good. Within school, parents are very keen to help. For example, helping Key Stage 1 pupils in play and learning activities. The help that Key Stage 2 pupils receive in library skills and the general help provided for class readers is particularly appreciated by the school. Parents are always evident on visits out of school, where usually the school has more volunteers than jobs to go round. This was well illustrated during the last residential visit when some parent helpers were willing to pay for the privilege of going! The school's very energetic Parent Teachers and Friends Association raise considerable sums of money every year, through annual fairs, bingo evenings, jumble sales, parent evenings and sports days. The recent 'Healthy Eating Week' was very popular and profitable. At home parents are keen to help with their children's homework. Pupils in Years 5 and 6 now have literacy and numeracy homework books which their parents find very useful. Parents with pupils requiring special educational needs are required to work with their children on the "Toe to Toe" programme, this they do willingly. These parents also become fully involved with their child's individual education plans.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. The quality of leadership and management is good overall. This is a similar positive position to that found by the previous inspection. The headteacher has a clear educational vision that is communicated effectively to governors, staff, pupils and parents. The deputy headteacher fulfils her management role well. She supports the headteacher, staff and pupils and is a good role model in the classroom. The senior management team meets regularly and sets appropriate targets for school improvement. The members of the team manage their roles well and work together effectively. The ethos of the school is very positive, a tribute to the caring, supportive and co-operative attitude of the staff.
46. The governors are fully involved in the life of the school and fulfil their responsibilities appropriately. They are proactive and supportive of the schools aims. They operate several committees to ensure that they understand the operation and general needs of the school. Governors have complete trust and confidence in the headteacher. They are aware of their responsibilities and meet staff regularly to seek advice. Governors are beginning to be aware of their responsibilities in monitoring the work of the school, but this has yet to have a significant impact on standards. For example, the quality of learning in information technology and science at Key Stage 1 require significant improvement, but as yet governors have not had sufficient opportunities to monitor standards in these subjects.
47. The school is making good progress in evaluating its own strengths and weaknesses. It is also establishing procedures for identifying and targeting areas for improvement, for example, writing throughout the school. Curriculum co-ordinators currently manage monitoring of planning well and this is supported by the headteacher. Monitoring of teaching, learning and standards have begun, particularly in the core areas and when completed will form the basis of quality evaluation of standards. However, at present in several subjects, such as information technology and science, co-ordinators have insufficient time to monitor teaching and this has resulted in unsatisfactory standards in these subjects. The school makes effective use of external quality assurance systems, such as 'Investors in People', to further raise standards. There is a strong shared commitment to improvement and a significant capacity to succeed. This has resulted in improvements in several areas.
48. The school makes effective use of time both during school hours and out of school hours to implement and promote quality learning, which is already having a positive impact on many areas of pupils' learning. School reserves are currently being used appropriately to sustain existing staffing levels to support pupils, particularly those with special educational needs.
49. Resources are generally satisfactory. In physical education and the library they are good and in music they are very good. The school also makes effective use of the local environment to promote and develop history and the local swimming pools and a residential centre in Swanage to extend their physical activities.

50. The costs of running the school are average and the school provides satisfactory value for money. The resources available are used well and this has a positive impact on standards. The headteacher and staff and governing body manages their finances prudently. The financial systems of the school, which are unobtrusive but effective, are well managed by an efficient secretary. Major expenditure is carefully evaluated to ensure that the school gets best value for money. The recent auditors' report was positive and all the issues raised have been dealt with effectively. Good use is made of all staff, parents and members of the local community. They all support the school in many ways and contribute positively to the quality of learning and care. Although appropriate use is made of new technology in the school office, teachers make insufficient use of computers to support learning and aid them in administration.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to raise standards and continue the improvements made by the school, the governors, headteacher and staff should:

- As required by the previous report, improve the quality of provision for information technology as planned by:
  - improving staff subject knowledge and expertise;
  - increasing the amount of time spent teaching the subject to at least the nationally recommended minimum;
  - improving teachers' planning for information technology to ensure complete and balanced coverage of the programme of study;
  - ensuring that information and communications technology is used effectively and consistently to support learning in other subjects of the curriculum;
  - improving the number and quality of computers and the quality software so that there are sufficient resources to meet the demands of the curriculum for the subject;
  - providing appropriate opportunities for the co-ordinator to monitor quality and standards in all classes;
  - meeting all statutory requirements

*[Paragraphs: 103 – 111]*

- Improve standards in writing as planned by:
  - increasing the opportunities for pupils to write at length and for different audiences;
  - placing greater emphasis on accurate spelling, sentence construction and neat handwriting;
  - providing more opportunities for pupils to use reference materials which will enlarge their written vocabulary;
  - providing appropriate opportunities for the co-ordinator to monitor quality and standards in all classes.

*[Paragraphs: 61 – 67]*

- Improve standards in science at Key Stage 1 by:
  - improving teachers' subject knowledge;
  - providing pupils with more opportunities to pose questions and to record their findings;
  - providing appropriate opportunities for the co-ordinator to monitor quality and standards in all classes.

*[Paragraphs: 74,75,80,82]*

- Improve the quality and range of the learning opportunities provided for pupils by:
  - ensuring that there is a broad and balanced curriculum in all subjects;
  - ensuring that all statutory requirements are met.

*[Paragraphs: 22 – 26]*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	57	36	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		210
Number of full-time pupils eligible for free school meals		14

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		56

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	10.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	5	12	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	2	4
	Girls	11	11	11
	Total	14	13	15
Percentage of pupils at NC level 2 or above	School	82(76)	76(100)	89(96)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	4	3
	Girls	11	11	11
	Total	14	15	14
Percentage of pupils at NC level 2 or above	School	82(88)	89(92)	83(88)
	National	82(81)	86(85)	87(86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	17
	Girls	12	15	15
	Total	26	32	32
Percentage of pupils at NC level 4 or above	School	76(72)	94(69)	94(75)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	17
	Girls	12	15	15
	Total	26	32	32
Percentage of pupils at NC level 4 or above	School	76(63)	94(69)	94(72)
	National	68(65)	69(65)	75(71)

Percentages in brackets refer to the year before the latest reporting year.

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	30
Average class size	26

**Education support staff:** YR - Y6

Total number of education support staff	5
Total aggregate hours worked per week	88

### ***Financial information***

Financial year	1998/9
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	£
Total income	357,227
Total expenditure	360,575
Expenditure per pupil	1,757
Balance brought forward from previous year	41,882
Balance carried forward to next year	38,534

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	154
Number of questionnaires returned	24

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	50	46	4	0	0
Behaviour in the school is good.	38	50	8	0	4
My child gets the right amount of work to do at home.	33	50	8	4	4
The teaching is good.	50	41	4	4	0
I am kept well informed about how my child is getting on.	50	29	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	75	17	4	0	4
The school expects my child to work hard and achieve his or her best.	75	21	0	4	0
The school works closely with parents.	62	25	8	4	0
The school is well led and managed.	58	29	12	0	0
The school is helping my child become mature and responsible.	54	38	8	0	0
The school provides an interesting range of activities outside lessons.	12	45	25	8	8

### Summary of parents' and carers' responses

- Many parents think the quality of teaching is very good.
- Several parents commented favourably on the good range of extra-curricular activities.
- Many parents think the school handles racial issues very well.
- Many parents think the leadership and management of the school is good.
- Some parents would like more frequent reports on their children's achievement.
- A few parents would like more notice of occasional holidays.
- Some parents are concerned about the security of the school site.
- A significant number of parents have concerns about funding and budget cuts.
- A few parents are not happy about mixed-age classes.
- Many parents think the ethos of the school is excellent.
- Most parents think the school cares for their children well.
- A number of parents expressed the view that the school provides good individual support for their children.
- Parents appreciate the efforts made by the school to involve them in its activities.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

52. Children receive a lively and relevant start to their education in the reception class. Overall, provision is good. All children begin their full-time education in the autumn term of the school's academic year and most have had significant pre-school experience at a local playgroup. Good teaching is provided by the class teacher and an assistant. The best possible use of the class space has been made available for the under-fives, which includes an interesting role-play area. Equipment is of good quality and ensures good awareness for gender and ethnicity.
53. A few children enter the reception class with levels of attainment above those expected. The majority of children have levels of attainment on entry which are below average. Most children make good progress and as a result, by the time they are five years of age, they attain levels in line with those expected from children of this age. In their knowledge and understanding of the world and in their physical development, children attain standards that are above those expected. This observation is affirmed by the outcomes of Somerset's assessment procedures for the age group on entry and from an analysis of children's work.
54. **Personal and social development**  
The teaching of personal and social development is good and as a result, children make good progress in their skills. They settle quickly into class routines and respond well to the secure, stimulating environment. Relationships are good and children are confident with their teacher and adult helper. Staff work hard to ensure routines are well established and to provide sensitive guidance for young children. The balance between child-chosen activities and adult-directed tasks is good and as a result there is good promotion of a child's self-esteem and confidence.
55. **Language and literacy**  
The teaching of language and literacy is good and adults have a secure understanding of how to link their early years planning of National Literacy Strategy. Learning is, therefore, good. Attainment at the age of five is, overall, in line with expected standards. When they begin school, not all children speak with sufficient confidence and clarity. They soon develop a growing vocabulary in the class in order to express their ideas and feelings. They willingly talk in their imaginative role-play activities, such as attending the 'Vet's practice', and enjoy talking about the imaginary 'ailments' of the soft animal toys in their caged transporters. The majority of children enjoy looking at books with an adult and confidently answer questions about illustrations and stories. Most know the names of letters and sounds. Several children read whole sentences in a book to an adult. Most children understand the idea of early 'mark-making' and can write their names. Higher attaining children write simple sentences with several recognisable words.
56. **Mathematics**  
The teaching of mathematics is good and planning is carefully linked to the National Numeracy Strategy. Learning is good and children attain the standard expected by the age of five. Children's development in knowing about patterns, space and relationships is secure. For example, they compare larger objects with smaller items, making appropriate distinctions between them, using correct vocabulary. Children sort objects accurately by colour and size and complete jigsaws confidently. Most children recognise numerals to three and develop counting skills well through songs and in sorting and matching objects. There is very good use of support staff to take a positive lead in the teaching.
57. **Knowledge and understanding of the world**  
The teaching of knowledge and understanding of the world is good. Children's attainment is above the expected level for five year olds. Children can identify similarities and differences between toys and describe texture. Children are aware of, and draw accurately, roads and houses. They know the days of the week and can sequence them correctly. Teachers use role-play to extend children's knowledge and understanding of the world. For example, they can re-enact through role-play, the buying and selling of pet food. Children can talk at length about animals as pets and the purpose of a vet's practice. They use a large play-mat in the form of a road map well, with good

understanding of the real world of traffic and its control, sharing the small wheeled vehicles without fuss.

58. **Physical development**

The teaching of this area is good. Children's attainment is above the expected level. Children have good balancing, climbing and landing skills. They ride wheeled, moveable toys outdoors with good dexterity and confidence. Children manipulate play-dough appropriately to make shapes, roll out and form into balls. They thread beads on to string well. Skills with scissors have developed successfully. The use of construction toys is good.

59. **Creative development**

The teaching of creativity is good. Children attain standards in line with those expected. They show good learning in acting out their experiences in the 'Vet's practice' and in responding to music through singing their number songs. Children make appropriate progress in using small objects imaginatively in their play, such as when they create 'villages and homes', tunnels and bridges for toy animals, and people. Their drawings and painted pictures show bold and expressive development. When they use their stick puppets, behind a lit white screen, children show creative understanding of the imaginative shapes outlined in black.

60. In all the areas of the early years' learning, children have positive attitudes and are happy at school. Since the previous inspection, the expected standards have been maintained. Standards in knowledge and understanding of the world have improved and are now better than previously, and higher than the expected level. Physical development has remained higher than standards normally seen.

## ENGLISH

61. The school's results at the National Curriculum tests for reading and writing in 1999 show standards in line with the national average at the end of Key Stage 1. The proportion of pupils reaching Level 3 was higher than the national average. Compared with similar schools, reading standards were higher, but writing standards were below. In 1997, at the time of the previous inspection, standards in English were in line with the national average. Trends over the last three years show that standards in reading have risen at a greater rate than the national average, but standards in writing have fallen recently. As there are considerable variations in the numbers of pupils in year groups, as well as significant proportions of pupils with special educational needs in some classes, year-on-year comparisons are unreliable. In addition there have been some changes in staffing, and there is some evidence that expectations were not as high in the past as they are now. The findings of the inspection are that whilst standards in reading are in line with national averages, standards in writing are below. The school is aware of this weakness and has effective plans to raise standards in writing.
62. At Key Stage 2, results at the National Curriculum tests for English in 1999 showed standards in line with national averages in comparison with all schools, but below when compared with similar schools. In 1997, standards were above the national average, but since then they have dropped overall, whilst the national trend has been upward. Again, there are significant numbers of pupils on the school's register of special education needs in some classes, and this results in below average results in some years. At this key stage, there have been some changes in staff and some evidence of low expectations in the past. Although the present staff are working hard, and to good effect to raise standards, this has not yet had a sufficient impact to raise them to the national average. Observed standards during the inspection shows that pupils generally achieve standards which are in line with national averages in reading, but standards which are below average in writing.
63. Pupils' standards in speaking and listening are satisfactory throughout the school, which is a similar position to that found by the previous inspection. When children enter the school at four, they are initially reserved and lack good articulation and confidence to speak aloud. However, they receive good support in their role-play and are provided with sufficient linguistic opportunities to develop a reasonable vocabulary. By the time they are five, their speaking skills are similar to the

expected standard. As pupils progress through the school, they learn to use Standard English appropriately. Increasingly, pupils learn to listen carefully, so that by the time they leave school, most respond confidently to questions, discuss constructively, and have an effective vocabulary which includes specialist terms relevant to different subjects. Most pupils express opinions well and take the views of others into account. By the end of their schooling, pupils' speaking and listening standards are satisfactory and in line with expectations. They reflect pupils' ability to adapt their speech to a widening range of circumstances and demands.

64. As already indicated, standards of reading at both key stages are in line with national averages. At Key Stage 1, most pupils make good progress in Year 1 and satisfactory progress at Year 2. They understand the text of shared stories, and the majority are able to map out the events of a plot and recall easily a sequence of a story with good awareness of characters. A significant proportion of pupils have satisfactory knowledge of the sounds and order of the alphabet. By the time pupils leave school in Year 6, most are able to read a wide range of texts, including non-fiction and poetry. Many read accurately and with good understanding. Most have an appropriate grasp of higher reading skills, such as summarising a passage. They can access reference books using contents and index pages effectively. Dictionary skills are insufficiently developed, except in Year 6. Very few pupils know how to research encyclopaedias quickly. However, the majority of pupils enjoy literature, relate sensitively to characters and events, and talk perceptively about their preferences.
65. Writing standards by the end of both key stages are below national averages. By the end of Key Stage 1, there is insufficient coverage of the Programmes of Study for writing, which has a negative impact on the standards achieved. Handwriting is mainly printed, not joined. Presentation is untidy, and written work shows limited phonic strategies. There is insufficient vocabulary enrichment, very little dictionary work and insufficient challenges for higher attaining pupils. As a result, writing lacks fluency and punctuation and spelling are weak. At Key Stage 2, most pupils use an appropriately wide range of styles and a variety of genre for writing. Pupils have satisfactory opportunities to write for different purposes. Most know the conventions of drama scripts, poetry, direct speech, instructions and other forms of writing. In the best instances, higher attaining pupils in Year 6 understand how to draft and revise their work independently, and their punctuation, handwriting, spelling and grammar skills are above national expectations. However, throughout the key stage, pupils make insufficient progress in developing simple sentences into compound sentences. In many cases, fluency is lacking and vocabulary is limited. Older pupils do not have good spellings and have difficulty in building syllables and remembering letter strings. Pupils' phonic strategies are insecure and paragraphing is underdeveloped. An analysis of pupils' writing shows insufficient advanced dictionary work to enrich pupils' vocabulary.
66. Teaching at Key Stage 1 is generally satisfactory, with some unsatisfactory features in the teaching of writing. Teaching at Key Stage 2 is at least satisfactory, with some good features. Occasionally there are very good features at the end of Key Stage 2. Throughout the school, the teaching of listening and reading skills is particularly good. All teachers manage pupils well, have high expectations of good behaviour and make good use of time and resources. Teachers and support staff give good encouragement to pupils. The quality and use of assessment for reading is good, marking is regular and links with other subjects are good. There has been insufficient teaching of dictionary skills, strategies for spelling correctly and the structure of language. Insufficient use is made of new technology to support learning in the subject and pupils' communications technology skills in relation to English are poorly developed. Homework does not regularly support learning in the subject and does not adequately prepare them for the next phase of their education.
67. The co-ordinator for English has identified the weaknesses in writing at the school and has begun to address the problems. However, it is too soon for these initiatives to have had a significant impact on standards. Resources are satisfactory and are generally used appropriately. Pupils with special educational needs are now being targeted carefully in lessons to receive effective extra tuition during blocked times of the week. Where parental involvement for English support at home is high, pupils' work reflects better progress, particularly for reading. Where links with other subjects are good, standards reflected are higher. The curriculum provided is generally broad, but greater emphasis still needs to be given to the development of writing for it to be completely balanced. Assessment procedures are satisfactory and appropriate use is made of the information

gathered to adjust planning and set relevant targets for improvement. Literature introduced to pupils provides a powerful contribution to their spiritual, moral, social and cultural development through the analysis of different stories in a wide variety of settings. This strong stimulus enables pupils to reflect inwardly about relative values and universal truths. The opportunities given to pupils to perform in the school's concerts, meet authors, to be stimulated and informed by displays linked to children's literature and history, all add to a lively environment where books have a good focus.

## MATHEMATICS

68. Attainment in the 1999 Curriculum tests at Key Stage 1 was close to the national average for Level 2 or higher and above for pupils achieving Level 3. At Key Stage 2, standards of attainment at Level 4 or higher are well above average. The proportion of pupils achieving Level 5 is also above average. In comparison to similar schools, Key Stage 1 results indicated standards were below average, whilst Key Stage 2 standards were above. The inspection findings confirmed that standards at Key Stage 1 are in line with the national average and above at Key Stage 2. The school is now establishing an upward trend in mathematics attainment and strategies such as the numeracy hour and grouping pupils by prior attainment in Years 4, 5 and 6 is raising standards. This represents a significant improvement since the previous inspection, where standards were below average at the end of Key Stage 2.
69. At Key Stage 1, pupils make satisfactory progress in lessons. Pupils in Year 1 are developing their understanding of adding numbers appropriately and using language confidently involving addition and subtraction. They use role-play well when shopping with money, which is developing their understanding of coin value effectively. Pupils understand the properties of shapes. They investigate shape, space and measurement and are beginning to record their discoveries appropriately. Pupils in Year 2 are able to recognise right angles and half, quarter and three quarter turns. This is further developed by programming a floor 'roamer' to follow directions.
70. At Key Stage 2, pupils in Year 3 and 4 use their table well when working out how many five-minute divisions there are in an hour. They can count on quickly and accurately in twos, fives and tens. Older pupils practise effective strategies for improving their mental agility. They solve problems using time well and are able to count forwards and backwards confidently. Pupils use fractions confidently to find parts of numbers and relate this to percentages. In Years 5 and 6, pupils are able to correctly solve simple problems involving ratio and proportion. Pupils undertake appropriate investigations into number sequences and have explored geometrical patterns in Islamic art. Pupils' numerical skills are well developed and their calculations are generally accurate.
71. Pupils respond to their work very quickly, particularly at Key Stage 1. Attitudes are at least good and sometimes very good. This has a positive impact on the progress they make. Pupils become involved in their tasks, do not waste time and are often reluctant to leave their tasks to return to the plenary session. They sustain concentration, are supportive of each other, and share their ideas amicably. Pupils listen carefully to their teacher and also to each other when discussing investigations and problems. They make good use of their understanding of measurement in other subjects, for example in science and apply their knowledge of shape and space to art and design well.
72. Teaching is good overall, with some very good teaching. Lessons are planned appropriately for pupils' needs and work is developed progressively building on previous knowledge and understanding. Objectives are clearly identified at the beginning of the lessons, frequently building on pupils' prior learning experience. Teachers generally have high expectations of pupils' behaviour, response and attainment. Effective use is made of resources and time. Teachers are making good use of the Numeracy Strategy. This system also supports promoting and developing mental strategies.
73. The co-ordinator has successfully implemented the National Numeracy Strategy and this is having a positive effect on standards in the subject. The curriculum is broad, balanced and covers all

aspects of the programme of study. Assessment has been considerably improved by introducing tests in Years 1, 3, 4 and 5 to support and bridge the gap between national tests in Years 2 and 6. The school now uses the data more rigorously to inform and improve future planning and teaching. Planning of work is monitored but the monitoring of teaching and learning lacks a systematic and focused approach to complete its successful implantation.

## SCIENCE

74. Standards in science are unsatisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. This represents a decline in standards at Key Stage 1, but an improvement at Key Stage 2 since the previous inspection.
75. At Key Stage 1, the results of the teacher assessments in 1999 indicate that attainment is similar to the national average. However, inspection indicates that standards are currently below average by the end of Year 2. Pupils recall and correctly describe the appearance of a wide variety of animals seen on a class visit to a farm, and confidently explain the conditions that all animals need to survive and that some animals drink milk when they are young. They correctly identify everyday materials and talk about some of their properties. Pupils are developing an appropriate understanding of electrical circuits and can give some reasons why a bulb may fail to light when connected in one. In investigative activities pupils sensibly suggest what they expect might happen based on their experience of play and report activities. Pupils are beginning to plan investigations. They test carefully, observe distances, and use a stop clock to make comparisons. They communicate well by talking but record observations by drawings only. Standards in pupils' ability to record observations and measurements and consider evidence are poor.
76. At Key Stage 2, the results of the National Curriculum tests in 1999 show that the proportion of pupils attaining the expected Level 4 or above was well above the national average. The proportion of pupils attaining the higher Level 5 was above the national average. When compared with similar schools, the results are also above average. The trend over the past three years has indicated continual improvement. The findings of the inspection are that pupils achieve standards that are above average by the end of Year 6, although standards in Years 3 and 4 are only just satisfactory in comparison with the standards expected at this age.
77. Standards in investigative skills progress well during Key Stage 2. However, in Years 3 and 4, although there is some progress in pupils ability to investigate, but standards remain unsatisfactory in this aspect. Pupils sort materials and draw and label pictures of objects in a similar way to Year 1. In their investigative work they do not record what they think might happen. They draw a table of measurements but do not indicate if what happened is what they expected. Older pupils progress well with their investigative skills. There are good examples in Year 4 and Year 5 where pupils use generalised statements in planning investigations and use their scientific knowledge to make predictions. The majority of pupils in Years 5 and 6 understand how to control factors in testing and the importance of repeating measurements for accuracy. They select an appropriate scale to draw a graph of data provided, identify patterns then extend the graph in a probable trend. Higher attaining pupils do not yet decide for themselves what evidence to collect and select their own equipment or make effective use of information technology to collect, store, retrieve and present their information from investigations. Pupils successfully identify and describe various habitats found in the school nature reserve.
78. Standards in knowledge and understanding of materials in Years 5 and 6 is good. Pupils use scientific vocabulary to suggest several ways of separating mixtures and give examples of how some materials can be changed permanently and materials that can be returned to their original appearance. Pupils have a very good understanding of physical science. They generalise about changing components in circuits and explain accurately how day length and seasons are related to the movement and tilt of the Earth. They properly recognise friction as a force that slows movement and the relationship between air resistance and surface area. Following an investigation one group concluded that, 'the rougher the surface the greater the friction'. Overall, pupils with special educational needs make good progress in the subject, as work is generally well matched to their needs.

79. The quality of response is consistently good. Pupils behave well in all lessons. They enjoy their work and this has a positive impact on learning and behaviour. When pupils work in groups they display good concentration and support each other well. They listen politely when others are talking and respect their views. The good relationships between pupils and between teachers and pupils combine to create a good atmosphere for learning. When conducting investigations, pupils generally handle equipment appropriately and follow safety instructions carefully.
80. The quality of teaching at Key Stage 1 is unsatisfactory overall. Most teachers have appropriate subject knowledge and suitable use is made of questioning to direct pupils' learning, but the development of pupils' investigative skills is weak. Teachers' expectations are unsatisfactory and the teaching methods used do not ensure that pupils have a sufficient variety of learning experiences. Planning is generally satisfactory, although some teachers' lesson plans are not sufficiently focused on what pupils should know and understand at the end of the lesson. As a result, pupils do not always achieve to the maximum of their potential. The management of behaviour and control of pupils is good and teachers make appropriate use of time and resources. Although satisfactory overall, teachers' day-to-day assessment is not always clearly focused and the data gathered is not used effectively to adjust the planning for subsequent lessons. The quality of learning is unsatisfactory and pupils' acquisition of skills, knowledge and understanding is slow. Although the pace of working is generally satisfactory, this does not have a sufficient impact on pupils' progress to raise standards. Pupils have insufficient opportunities to learn independently or use information technology to support their learning.
81. At Key Stage 2, the quality of teaching is satisfactory overall, with a number of good features. Teachers have secure subject knowledge and use it well to ask effective questions that extend pupils' understanding. They have appropriate expectations of what pupils can achieve. Planning is satisfactory and is generally effective in ensuring equality of learning for all pupils. Learning objectives are clear and work is matched appropriately to pupils' needs. Teachers use a satisfactory range of strategies to promote learning and they manage their pupils well. Day-to-day assessment is good and marking provides effective guidance for improvement in most classes. Homework makes an appropriate contribution to pupils' learning and adequately prepares pupils for the next stage of their education. The quality of learning is satisfactory overall, and pupils acquire their scientific knowledge at an appropriate rate. They concentrate well in lessons and they make especially good progress in Years 5 and 6 as a result. Pupils with special educational needs make good progress overall.
82. The quality of the learning opportunities provided for pupils is variable. At Key Stage 1, it is limited and pupils have insufficient opportunities to do scientific investigations. However, at Key Stage 2, the curriculum is broad, balanced and appropriate to the needs of all pupils. Overall, the curriculum meets statutory requirements. There is good provision for pupils with special educational needs and they are well supported by teachers and special needs assistants. In Key Stage 1 and at the beginning of Key Stage 2, insufficient time is allocated for science lessons and planned units of work are not fully completed. Aspects of sound and light at Key Stage 2 are grouped to form units of work which is helpful to pupils' understanding of an idea. There is no guidance in the scheme of work for the progression of key scientific skills, nor how these should be taught. In Key Stage 1 assessment of pupils' work is not effectively linked to the requirements of the National Curriculum. Where the marking is good, it extends pupils' thinking and encourages them to relate their results to their predictions.
83. The co-ordinator provides satisfactory leadership for the subject. She supports and monitors teaching and learning systematically and regularly monitors pupils' work. However, there have been too few opportunities for the co-ordinator to effectively monitor the quality of teaching and learning, and this aspect of management is unsatisfactory. The lack of focused appraisal has led to unsatisfactory standards at Key Stage 1. There is generally a good ethos for learning and older pupils particularly are enthusiastic about their scientific studies. Insufficient use is made of information technology to support learning in the subject.

## **ART**

84. Pupils achieve standards which are close to those expected for pupils of this age. This is a similar position to that found by the previous inspection and as a consequence, the school has made satisfactory improvements in provision for the subject.
85. Younger pupils in Key Stage 1 are able to make appropriate designs, based on their own observations. They can use a good range of media, including paint, collage, printing and rubbings. Although no lessons were seen during the inspection, it was evident from the work on display that pupils are able to use their artistic skills appropriately to illustrate work in other subjects and to produce large-scale pictures. They achieve standards which are appropriate for seven year olds at the end of the key stage.
86. At Key Stage 2, pupils are able to draw well, using a range of media effectively. For example, pupils in Year 5 worked hard to produce lily pond pictures in the style of Claude Monet. They made good use of water-colour and pastels in shading and colours to produce a variety of effects and showed skills in composing their pictures. A survey of samples of work produced during the past year shows that pupils undertake a wide variety of art tasks. They investigate and make interesting artefacts in a variety of scales and different media. For example, pupils in Year 6 had worked hard to produce a number of good-quality pieces in the style of the Aztecs as part of their history topic. Pupils have good opportunities to develop an understanding of artists' work and apply it to their own. They have produced good quality work in the style of Monet, William Morris and Van Gogh.
87. Pupils' response in the lessons is good. Pupils enjoy their art activities, listen carefully to the teacher, and respond well to practical guidelines and show pride in their work. The subject makes a good contribution to pupils' cultural development, introducing them to a wide range of Western and non-western artists and the design traditions of differing cultures. For example, in connection with their studies in religious education, pupils have looked at Islamic art and produced a number of exciting patterns based on traditional motifs. The good response of pupils has a positive impact on the standards achieved and the progress made in lessons. Pupils with special educational needs enjoy their artistic studies and generally make satisfactory progress. However, a few pupils with emotional and behavioural difficulties do not make as much progress as their peers.
88. The quality of teaching is satisfactory overall. Teachers demonstrate appropriate subject knowledge, maintain a good pace throughout the lessons, motivate pupils well and, through good one-to-one support, encourage them to evaluate their work in progress. This has a positive effect on pupils' enthusiasm and the progress they make. Pupils generally put a considerable effort into their artistic work and are enthusiastic about learning. They concentrate well and can work independently when given the opportunity. Pupils of all abilities learn appropriately and appreciate the opportunities they are given to produce art work.
89. The co-ordinator for the subject has developed an appropriate scheme of work, which provides teachers with suitable guidance and suggests a range of methods. It ensures that all elements, such as colour, texture and composition are regularly revisited, this provides pupils with experience of a wide range of artists from different cultures and ensures continuity and progression in the key skills as pupils move through the school. However, there are very few opportunities for the co-ordinator to monitor teaching in the subject and as a consequence there are a few imbalances in the curriculum taught in some classes. For example, pupils do not have many opportunities to work in three dimensions or to produce work on a large scale.

## **DESIGN AND TECHNOLOGY**

90. Pupils' achievements in design and technology are unsatisfactory at both key stages. This represents a decline since the previous inspection. Standards in pupils' designing and making skills are unsatisfactory. Pupils write a description of the sequence in which they made their product and talk about how they estimated the amount of material they needed. However, they do not respond to needs by planning ahead or by proposing a sequence of actions. They do not evaluate their

design ideas adequately as they develop or the finished product in relation to the intended purpose. In designing and making the application of accurate measurement is not always made when appropriate. Pupils are over reliant on teacher support and guidance and do not use an appropriate range of technical vocabulary when describing their work.

91. Pupils achieve satisfactory standards in their work on structures. At Key Stage 1, pupils strengthen newspaper appropriately by rolling and joining to make structures and use construction apparatus and card to make simple moveable toys. At Key Stage 2, they strengthen corners when joining wood and apply their knowledge of elastic and wind power to move the vehicles they make. For example, in Year 5, pupils apply their understanding of an electrical circuit appropriately to light a feature in a shoe box room. Throughout the school, pupils' standards in knowledge and understanding of mechanisms and use of information technology for control are unsatisfactory. At both key stages, pupils use a limited range of materials and their ability to design and make food items or join textiles in various ways to produce a product is unsatisfactory. However, pupils do succeed in making well finished products using card and papier maché for modelling. Pupils develop their ideas when planning to make puppets by reference to characters, such as those in 'The Iron Man' and select their own fabrics to match the character. Older pupils develop suitable ideas for making Aztec masks through research. Pupils with special educational needs appear to make similar progress to their peers.
92. No teaching of the subject was observed, but judgements on the quality of teaching have been made on the scrutiny of work, discussions with pupils and the examination of teacher's planning. The quality of teaching for design and technology is generally unsatisfactory elsewhere in the school. Teachers have appropriate understanding of the making aspects of the subject, but their knowledge of the design process is limited and this has a negative effect on standards. The teaching of basic design skills is unsatisfactory and pupils are not given sufficient guidelines in drawing up design briefs or evaluating their work. Insufficient assessment of pupils' capabilities take place and teachers do not keep adequate records of pupils' work and progress. As a consequence, the quality of learning is unsatisfactory. Pupils do not make sufficient gains in the knowledge of design processes or their evaluation of products.
93. The quality and range of learning opportunities are unsatisfactory This has a negative impact on standards, particularly as the school has not reviewed the curriculum in relation to breadth, balance and coverage. Topics are identified for each term but the requirements of the National Curriculum have not been fully considered. The co-ordinator does not have sufficient opportunities to monitor standards in the subject and the evaluation of effectiveness of teaching is unsatisfactory.

## **GEOGRAPHY**

94. Pupils' attainment is below that expected of pupils of this age. This represents a deterioration in standards since the previous inspection. At Key Stage 1, standards in pupils' mapping skills are satisfactory but they do not apply them effectively to develop their knowledge and understanding of places. In addition, they make slow progress in mapping their own locality. Pupils draw an imaginary route and use a colour key to correctly colour a picture map identifying water, hills and houses. At Key Stage 2, Pupils in Year 3 continue to use mapping skills out of the context of their own environment. These pupils have a good ability to use a globe and atlas to locate countries and use a key to interpret physical maps. Older pupils successfully give four figure references to locate features on an ordinance survey map of the wider locality of the school but are uncertain of applying a scale to calculate distances between Langport and Somerton.
95. Pupils in both key stages have a limited knowledge and understanding of places. At Key Stage 1, pupils compare Australia with the United Kingdom, but are unable to compare the physical and human features of the vicinity of the school with an area of similar size in Australia. Pupils in Year 1 develop a good awareness of land use in their own locality by visiting a farm. At Key Stage 2, in their work on rivers, pupils have a satisfactory understanding of why people settled alongside rivers and explain the problems of flooding in their own locality. Pupils have a superficial knowledge and understanding of patterns and processes in human and physical geography. They have a limited understanding of how environments change and how people manage them.

96. Progression in geographical enquiry skills are unsatisfactory at both key stages. Pupils have insufficient opportunities to pose their own questions and select skills appropriate to the task. However, pupils do use accurate geographical vocabulary to explain their model of the course of a river. Pupils with special educational needs make similar progress to their peers.
97. The quality of teaching is unsatisfactory overall. Although teachers generally have satisfactory subject knowledge and understanding, this is not matched by satisfactory teaching of basic geographical skills. The low expectations of teachers and their reliance upon a published scheme for mapping skills, results in unsatisfactory standards for most pupils. The quality of learning is also unsatisfactory, as pupils make unsatisfactory progress in their acquisition of skills, knowledge and understanding in the subject. Productivity is low, as evidenced by the lack of factual knowledge found in most pupils.
98. The quality and range of learning opportunities is unsatisfactory. The scheme of work does not set clear parameters for the study of places and the coverage of contrasting localities is inappropriate. For example, Australia is covered at Key Stage 1 and Egypt and India at Key Stage 2, but no contrasting locality in the United Kingdom is identified. There are imbalances in the curriculum and some unevenness in the breadth. The monitoring of pupils' performance is unsatisfactory.

## **HISTORY**

99. Pupils achieve satisfactory standards throughout the school. This is a similar position to that found by the previous inspection at Key Stage 1, but an improvement at Key Stage 2. Pupils' sense of chronology is well developed. By the end of Key Stage 1, pupils understand clearly that history is concerned with the past. Evidence shows that pupils have sequenced events, objects and artefacts, correctly. They make clear distinctions between their own lives and can explain the differences in themselves now, compared with what they were like as babies. They are aware that older people and buildings have aged over time. Pupils at Key Stage 1 talk accurately about famous people of the past and about events such as the Great Fire of London in 1666.
100. By the end of Year 6, the majority of pupils show a satisfactory range of learning skills. They have respect for evidence, they make perceptive observations, they use books for research and illustrate their findings with careful drawings. Throughout Key Stage 2, pupils have secure knowledge about the Greeks, Romans, Vikings, Tudors and Victorians. Pupils make interesting comments about the social life of different periods and their sense of chronology and ordering of eras is very accurate. Pupils take a great interest in the large size illustrated 'time-line' mounted permanently in the hall, and refer to it regularly. Pupils in Year 6 are knowledgeable about the religion and social life of the Aztecs and of the Spanish Conquerors. They can accurately relate their research findings to other civilisations, such as in Britain around the same period in history. Pupils' personal study skills have developed well for historical enquiry and are now more independent.
101. Teaching is satisfactory overall, with good features. Teaching provides interesting tasks for pupils to study. The good features of teaching encourage pupils in their skills for analysis and recording. Teachers ensure that a wide range of artefacts and resources, such as audio-visual aids, are available for pupils to observe and handle. They also ensure a rich experience of local history and arrange for visitors to talk to pupils about their experiences, for example, of the Second World War. The positive impact of good teaching ensures that pupils have high standards for listening and behaviour. Pupils' positive attitudes to the subject have been developed well by the staff. Pupils listen carefully to teachers' questions and are keen to answer them. Teachers manage pupils well in lessons and respond co-operatively in group work on historical targets.
102. The subject has strong leadership. As a result, history as a subject has maintained a high profile and is much enjoyed by pupils. The curriculum is well planned and effectively supported through good resources. The school effectively draws on the richness of people and of the local history, such as when studying the Battle at Langport, representatives in costume of the 'The Sealed Knot' have visited to talk to pupils. Pupils have visited a Roman villa at Wearne, the Abbey at Muchelney, Montacute House, a Victorian mill at Bath, and the rural life museum at Glastonbury. Such varied

experiences have influenced significantly the imagination of the pupils and have enhanced their cultural development well.

## **INFORMATION TECHNOLOGY**

103. Pupils make unsatisfactory progress and by the end of Year 2 and Year 6, standards are below those expected from pupils of this age. This is a similar position to that found by the previous inspection and as a consequence, the school has made unsatisfactory progress in addressing the issues raised at that time.
104. At Key Stage 1, however, pupils have insufficient opportunities to develop their skills and as a consequence, standards are below the expected level by the end of Year 2. Many pupils have insufficient skills to accurately enter text and retrieve it. They are largely unfamiliar with the key board and mouse and find it difficult to select text, change font sizes or place graphics into documents they have created. Pupils also have too few opportunities to create pictures, tables and sound. Pupils do have opportunities to recognise that control is part of everyday life and are able to give directions to devices and control outcomes. For example, a group of pupils in Year 2 were observed putting sequences into a floor 'roamer' to make it go backwards and forwards along a track. Pupils have too few opportunities to use computer-based models or simulations and as a consequence their ability to explore aspects of real or imaginary situations is very limited.
105. At Key Stage 2, standards in text processing are at the expected level in Year 5 and 6. The quality of work seen was satisfactory, covering an appropriate range of tasks, from writing poetry to recording science investigations. However, standards in other areas of communicating and handling information are below the expected standard. Most pupils have an insecure knowledge of the keyboard, do not know many shortcuts and some are clumsy in handling the 'mouse'. Pupils' attainment in data handling is below the expected standard. For example, a group of pupils in Year 5 were seen working with a volunteer helper entering data into a spreadsheet. They were unable to show the inspector the 'tab' key or explain what would happen if it were pressed. Also, one pupil had used the letter 'o' instead of zero when writing numbers. This caused difficulties when she attempted to create a graph from the data table. Overall, pupils' attainment in using graphics is slightly better than other areas of the subject, but still unsatisfactory. Older pupils have not had many opportunities to manipulate images or create graphic designs.
106. Pupils have very limited opportunities to use control technology and as a result, progress in this area of the curriculum is unsatisfactory and standards are below those expected. Standards in modelling and simulations are well below the expected level. Programs are limited and as a consequence pupils' progress is unsatisfactory. Pupils have not had any experience in the monitoring of external events and as a result, attainment is very low in comparison with the standard expected. In addition, the school does not meet the statutory requirements to teach all aspects of the subject.
107. The quality of teaching is generally unsatisfactory. There is insufficient direct teaching of the subject and many pupils are expected to pick up expertise as they go along. A lack of qualified direct teaching is having a detrimental effect on pupils' attainment and progress. Teachers generally have insufficient subject knowledge and computer expertise. The organisation of information and communication technology is unsatisfactory and insufficient use is made of computer technology to support learning in other subjects. One good example was seen in Year 5, where pupils had used computers to enter data about the times of sunrise throughout the year as part of a science lesson. They then produced graphs to show the length of day at different times of the year. However, progress in this lesson was limited by some pupils' lack of basic computer skills. Elsewhere, the methods and organisation of the subject is poor, with pupils only having occasional access to computers. As sessions are generally unsupervised by a teacher, their educational value is limited. Poor use is made of time and resources, with some computers being left on the same screen for hours on end. Teachers' day-to-day assessment of pupils is unsatisfactory and in most cases only records who has used the computer.

108. Pupils behave appropriately when using equipment and generally handle computers responsibly when given the opportunity. Pupils' behaviour whilst working on computers is generally satisfactory. Pupils co-operate well with each other on collaborative computing tasks, but these opportunities are rare. As a consequence of pupils' limited opportunities to use relevant computer technology, several expressed frustration with the subject. This results in poor motivation and a general lack of progress throughout the school. Overall, all pupils make unsatisfactory progress including those with special educational needs. The quality and range of programs to support pupils with special educational needs is very limited and the computer equipment available is inadequate.
109. The quality and range of learning opportunities for the subject are unsatisfactory. The curriculum is neither broad nor balanced. Access is limited and pupils are given a very unbalanced programme of study, restricted mainly to text processing and data handling. It makes an unsatisfactory contribution to the development of pupils' literacy and number skills. The time pupils spend using computers is below the national recommended minimum. The scheme of work is based on national guidelines and is appropriate. However, a significant number of staff do not use these plans effectively to support the teaching of the subject and as a consequence, planning is unsatisfactory overall. There is no systematic whole-school procedure for ensuring continuity as pupils move from class to class and there has been no recent audit of pupils' key skills. Systems for assessing pupils' attainment are unsatisfactory and do not focus on what pupils know and can do. As a consequence, teachers do not have sufficient information to set whole-school or individual targets for improvement. The subject does not make any significant contribution to pupils' spiritual, moral, social and cultural development. As it stands, the curriculum for the subject does not meet statutory requirements.
110. The management of the subject is unsatisfactory, although the new co-ordinator has worked hard to develop a policy and scheme of work. The well-conceived action plan is currently frustrated by the insufficient time given to teaching the subject and the lack of planning for information and communication technology in many subjects. Insufficient time has been spent monitoring teaching and learning and this has resulted in low standards and slow progress in addressing the issues raised by the previous report. As a result of low expectations in many classes, the ethos for learning in the subject is unsatisfactory and many pupils and some staff are frustrated by the low profile given to the subject.
111. The arrangements for staff development are unsatisfactory overall. The co-ordinator has conducted an audit of teachers' skills and from this has drawn up a suitable schedule for professional development. However, this is yet to take place and expertise remains low. Although accommodation for the teaching of the subject is adequate, and there is a well-equipped computer suite, the number of computers available for pupils to use is below the national average. Software is generally satisfactory and there is an appropriate range of CD-ROMs but the use of resources by staff is poor and many valuable opportunities to extend pupils' learning in the subject are missed.

## MUSIC

112. Pupils achieve high standards in music and this represents an improvement since the previous inspection. Pupils sing sweetly, for example, during assembly and in the choir, with clear diction, good rhythm and pitch. There are crisp entries to each line of songs sung. Dynamics are used successfully, but the duration of notes, particularly at line endings, is inaccurate. At the end of Key Stage 2, pupils have made good progress in memorising words, melodies, and in matching percussion playing to singing ensemble. Pupils have a good understanding of the sounds which different instruments make to create a variety of effects. Generally, standards are above national expectations for listening, composing and performing. When listening to Prokofiev's 'Peter and the Wolf' very young pupils recognise correctly the sounds of the oboe, clarinet, French horn and violin.
113. Older pupils maintain a good rhythm when working in groups. They rise to challenges and compose and perform well together. They use a good range of high and low effects and the full octave scale. A significant number of pupils play melodic percussion instruments competently.

Higher attaining pupils are challenged well and make good progress through many opportunities to lead performances and play solo. Pupils with special educational needs have equal opportunities to participate and make good progress. A small proportion of pupils make good progress in reading standard notation whilst playing recorders.

114. Pupils' attitudes to music are positive and they respond well in lessons. Pupils show good self-control when handling instruments, which they do carefully. They are well disciplined, co-operative and respectful of teachers and adults. Several pupils are confident when performing solo items.
115. The quality of teaching is good. Teachers have good subject knowledge and use the scheme of work to provide interesting lessons. Pupils' efforts are praised well and sensitive support ensures that pupils gain confidence and learn at a steady rate. When teaching is most successful, lessons provide a good balance of performing together and appraising. Seating arrangements for music are planned well, with sufficient space for playing instruments.
116. The management of the subject is good. The scheme of work supports teachers in their planning well. This has a positive impact on learning. Arrangements for staff training are effective. The co-ordinator monitors planning, assessment and recorded evidence of pupils' achievements efficiently. Pupils have benefited from a broad repertoire of musical activities. A visiting musician helps pupils in Year 5 with their songs for a play performance. The music provided for the pupils is all encompassing and gives good emphasis on multi-cultural aspects of music.

## **PHYSICAL EDUCATION**

117. Pupils achieve standards which are in line with those expected for pupils of this age by the end of Key Stage 1. At the end of Key Stage 2, they achieve standards which are above those expected and this represents an improvement since the previous inspection. Pupils in both key stages understand that warm-up activities are important. They run, hop and jog, change direction and speed well, and warm-up with appropriate control. In one lesson, for example, younger pupils were observed controlling a ball effectively with their feet. They moved it forward with different parts of their feet, keeping it in their possession during the whole of this movement. At Key Stage 2 pupils make generally good progress in their dance movements, synchronising movement to music and working as partners memorising the movements. They improve their ball skills when playing in competitions at netball and football.
118. The quality of teaching is good overall. The best lessons are characterised by effective warm up activities, brisk pace, clear demonstration of techniques and appropriate challenges which really motivate pupils. Where lessons were not as successful the pace was less brisk. Pupils enjoy their physical education lessons. They behave well and even the youngest children are aware of health and safety issues. Pupils work together co-operatively and are careful not to intrude upon others as they practise their skills in lessons or break time. They use equipment carefully and are responsible in their approach to returning equipment.
119. Co-ordination of physical education is controlled by key members of staff at both key stages. Resources are generally good. The hall is spacious and well equipped. There is a generous yard area and pupils have their own football pitch and access to two swimming pools nearby. Resources are effectively managed and well used. Extra curricular activities are well supported by staff and pupils and pupils and the school enjoy success in winning competitions.

## **RELIGIOUS EDUCATION**

120. Attainment in religious education is in line with the requirements of the locally agreed syllabus and standards have been sustained since the previous inspection. Overall, progress is satisfactory for all pupils including those with special educational needs. Teachers are confident in teaching the subject and use visits to local temples and visitors to good effect. Provision for religious education

meets the requirements of the locally agreed syllabus and promotes positively the good ethos and values of the school.

121. Pupils in the lower Key Stage 1 look at the 'milestones' of family life in the context of their lives. For example, they have considered the rite of baptism and can recall appropriately how this relates to the life of Jesus. In upper Key Stage 1 pupils study the Hindu religion and have a satisfactory understanding of the Ramayana. They know it is a long poem and that it teaches important lessons. Pupils also have an appropriate understanding of festivals and celebrations, a secure knowledge of the life of Jesus and know well that life involves taking risks and making choices. As they move into Key Stage 2 they learn about the following of Jesus and what it is like to be a Christian, Jew or a Hindu. In Years 3 and 4, for example, they considered the family of Saul on his way to Damascus. Most pupils can recall major events appropriately and re-tell the story with reasonable confidence. Throughout both key stages pupils gain appropriate knowledge and understanding about major world religions. Their work studies have made a significant positive contribution to pupils' spiritual, moral, social and cultural development.
122. The overall quality of teaching is good. In the best lessons teachers' knowledge of the subject and their use of a variety of strategies help to promote the subject successfully through appropriate teaching, which ensures the active participation of all pupils, who secure appropriate progress. Teachers give good emphasis to asking questions to find out pupils' reasons for their opinions even when they are very young. Pupils enjoy their lessons and respond well to questions and the investigations into various religions. Pupils gain personal satisfaction when examining artefacts like photographs and christening gowns worn themselves and other members of the class and begin to realise these artefacts are symbolic of a religious feature. Relationships are good in lessons and pupils show mutual respect and tolerant attitudes towards each other, adults, and visitors they come in contact with.
123. The co-ordination of the subject is developing satisfactorily. Both co-ordinator and headteacher examine planning but monitoring for learning, teaching and standards is underdeveloped. Currently there are no assessment procedures in place.