

# INSPECTION REPORT

## **WINSHAM PRIMARY SCHOOL**

Chard, Somerset

LEA area: Somerset

Unique reference number: 123668

Headteacher: Ms L Slattery

Reporting inspector: Ms S Billington  
4343

Dates of inspection: 8<sup>th</sup> – 9<sup>th</sup> May 2000

Inspection number: 191077

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church Street  
Winsham  
Chard  
Somerset

Postcode: TA20 4HU

Telephone number: 01460 30377

Fax number: 01460 30146

Appropriate authority: The governing body

Name of chair of governors: Mr A Fuller

Date of previous inspection: 1st June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms S Billington	Registered inspector	Under Fives English Science Art Design & technology Music	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Special educational needs Equality of opportunity
Ms M Davie	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mr J Palk	Team inspector	Mathematics Information technology Geography History Physical education Religious education	Quality and range of opportunities for learning Leadership and management

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

### **INFORMATION ABOUT THE SCHOOL**

This is a small primary school with 56 pupils on roll. Numbers have steadily risen over the past four years. There are two classes, one for pupils aged four to seven years and the other for seven to eleven year olds. On four mornings each week the older pupils are split into two groups for the teaching of literacy and numeracy.

All pupils are white and none speaks English as an additional language. The proportion of pupils eligible for free school meals is average. Twenty nine per cent of pupils have special educational needs which is above average and some of these have quite significant learning difficulties.

Almost all children attend the local playgroup before starting school. On entry, the majority have good personal and social skills and a reasonable base in speaking and listening; they readily settle in to an established class. Their skills in literacy and numeracy are below average.

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

Most aspects of the school's work are satisfactory and some elements are good but there is still a good deal to be done to address some important weaknesses. Standards in literacy and in pupils' behaviour are improving but standards in some aspects of mathematics, science and information technology are too low. Teaching is generally satisfactory, but there are some weaknesses in planning for progression in pupils' learning and in the level of challenge, particularly for older children. Leadership is sound and the school provides satisfactory value for money.

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

- The under fives make good progress in literacy and numeracy
- Standards in English are rising
- The accommodation has been improved and there are good facilities for teaching and learning
- Good use has been made of the budget to reduce the size of classes for the teaching of literacy and numeracy

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

- Standards in aspects of mathematics, science and information technology
- The ways in which the curriculum is planned
- Provision for pupils' personal development, particularly to encourage more mature attitudes to learning
- Making the best use of staff time and expertise to improve the quality of learning

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

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

There have been a number of significant changes since the last inspection in 1996. There has been a complete change of teaching staff and a number of issues that needed urgent attention, in particular the need to make sure that spending was within the limits of the budget, have been successfully addressed. The incoming headteacher rightly identified the

need to improve pupils' behaviour and raise standards in literacy. Staff have worked well together to achieve these improvements. All the weaknesses that were identified in the last inspection have also been addressed, largely successfully. Written reports now meet requirements and some give good detail of children's progress. The governors take an active role in financial planning and some systems for reviewing the effectiveness of the curriculum have been improved. There is still some work to be done on this and also on making the best use of the whole school marking and assessment policy. Standards declined after the last inspection but have improved in English and are showing signs of improvement in mathematics, particularly for the younger pupils.

## **STANDARDS**

Fewer than ten pupils take standardised National Curriculum tests at seven and eleven; results are not published because they do not provide a reliable guide to the school's performance. However, results over recent years and findings from the inspection show that standards in English are improving and for most children at the age of eleven are broadly as expected. Standards in mathematics at the age of eleven are very low.

Children lack experience of important elements of science and information technology and throughout the school standards in these subjects are also too low.

The under fives make good progress and generally reach average levels in literacy and numeracy at the age of five. In Years 1 and 2, steady progress is made in English and mathematics and standards are in line with the average.

The overall picture is of improving standards, but this is more apparent for the younger children and will take some time to work through to the upper end of the school.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Satisfactory for the majority of pupils and some of the younger children are enthusiastic learners.
Behaviour, in and out of classrooms	Generally satisfactory, although the immature behaviour of a small group of older pupils affects their learning and sometimes that of others.
Personal development and relationships	More needs to be done to encourage older pupils to take on responsibility and to work well with others.
Attendance	Below average levels and needs to be closely tracked.

The younger children generally have positive attitudes to learning and work with good concentration and application. Many of the older pupils do not have good work habits and the school needs a planned programme to improve their personal and social skills.

## TEACHING AND LEARNING

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

*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.*

The quality of teaching varies throughout the school. Overall it is satisfactory in ninety four per cent of lessons and in twenty eight per cent of lessons teaching is good.

The teaching of the under fives is generally good and ensures that the youngest children make good progress in most aspects of their learning.

The teaching of literacy is improving because of the effective use made of the national literacy strategy.

The teaching of mathematics is more varied and better at Key Stage 1 than at Key Stage 2. The work given to the older pupils is often too easy and this means that they do not reach the standards of which they are capable.

Teaching in most other subjects is broadly sound, but weakened by the lack of structure to guide teachers' planning. This sometimes leads to low expectations of what children might achieve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad range of experiences but some weaknesses in the creative elements such as art and drama. Gaps in planning leads to some weaknesses in teaching and learning.
Provision for pupils with special educational needs	Satisfactory, but there are weaknesses in record-keeping systems.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall and some good opportunities for pupils to get involved in community events and fund-raising activities. Lack of a programme for personal and social development affects some elements of pupils' awareness of others' needs and their responsibility to the school community.
How well the school cares for its pupils	Broadly satisfactory but a need for closer tracking of pupils' personal development.

The school encourages parents to support their children's learning and keeps them informed about the progress that children are making. The curriculum includes all the subjects that should be taught, but some aspects of information technology are not covered. Security systems and pupil supervision are adequate, but there is no regular risk assessment or clear policy for health and safety and these are weaknesses.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher shows firm leadership in trying to raise standards and improve attitudes to learning. Staff have worked well together to raise standards in literacy and improve behaviour.
How well the governors fulfil their responsibilities	Governors are well organised into working parties and work well to plan and bring about improvements. Most statutory responsibilities are met but there is no health and safety policy.
The school's evaluation of its performance	The school is beginning to make good use of information from standardised tests to identify weakness in the curriculum and to target areas for improvement.
The strategic use of resources	Good use of funding to split older pupils into two groups for teaching literacy and numeracy. Need to look at making the best use of support staff time to improve learning.

There is a very good level of staffing but this needs to be used more effectively to support learning. Accommodation and resources are good. Staff work well together as a team but there is a lack of clear curriculum leadership. Governors work hard to make best use of the budget to improve teaching and learning.

## 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>Teachers are approachable and always available to talk about any concerns</li> <li>Homework is now set more regularly</li> <li>There are regular opportunities to find out about children's progress</li> <li>The governors' forum allows them to have a say in the running of the school</li> <li>Children with special needs get good support</li> </ul>	<ul style="list-style-type: none"> <li>Several parents felt that the school does not provide an interesting range of activities outside lessons</li> <li>Some parents felt that more could be done to improve children's personal and social skills</li> </ul>

The inspection team largely agrees with parents' positive views. There are no grounds for the view that the school does not provide an interesting range of activities as there is a reasonable programme of visits and extra-curricular activities. There is justification for the concern about the need to improve personal and social skills.

## **PART B: COMMENTARY**

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

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

1. Results of standardised tests taken by seven and eleven year olds are not published because there are fewer than ten pupils in each year group. This means that the results are not a reliable guide to the school's performance, particularly as they are affected by the number of children with special needs in each cohort. However, up to 1999 there was a downward trend in English and mathematics. This has now been halted in English, because of the strong focus that there has been on improving pupils' literacy skills. There has also been an improvement in mathematics at Key Stage 1, but this has not worked through to Key Stage 2 where standards are well below average.
2. The inspection found that standards overall are improving but this is most apparent at the lower end of the school and will take some time to work through to Key Stage 2. Children come into school with good personal and social skills because they have benefited from attendance at the local playgroup. They are ready to learn and get off to a good start in literacy and numeracy so that by the age of five, they have an average level of skills and are ready for National Curriculum work in English and mathematics.
3. In English standards are in line with the average for both seven and eleven year olds. By the age of seven, children read accurately and are beginning to use their skills to find things out for themselves. They write short stories and accounts of their activities; handwriting is clearly formed. At eleven, most pupils read with expression and understanding, but their knowledge of books and authors is limited because they read a narrow range of books. They write a wider range of stories, poems and detailed accounts; presentation is clear and often good when pupils make a 'best copy'. Although the majority have a reasonable base of literacy skills, they do not make enough use of these in subjects other than English. Throughout the school, many pupils make errors in spelling commonly used words despite regular spelling practice.
4. In mathematics, standards are average for seven year olds. Pupils add and subtract numbers up to 100 in a variety of ways and are beginning the operations of multiplication and division. They use what they know in working with money as they work out which coins they will need to make a certain amount. By the age of eleven pupils use the four operations and calculate accurately with fractions and decimals. However, much of this work is at a low level, so that their skills do not reach the sort of level that they should.
5. Standards in science are average for seven year olds in terms of what they know about the world around them. They lack experience of experimenting and testing and their skills in these areas are below average. For eleven year olds, standards overall are too low because their skills do not improve enough as they move through Key Stage 2. This is also the case in subjects such as history and geography where too much work is undemanding. In religious education, eleven year olds have a reasonable base of knowledge but this is rarely shown in their written work which is often based on worksheets or involves writing simple captions or lists.
6. Standards in information technology are too low, largely because pupils have lacked experience and the school has not had the equipment to teach many aspects of the subject. Provision has been improved, but there is a good deal of work to do to boost

pupils' skills and bring them up to the levels that they should be reaching. The school recognises this and is putting plans in place to improve standards.

7. In art, design and technology and music, pupils have a varied range of experiences, often linked to current topics or as part of a special event. However, because there is no planning for the improvement of skills as children move through the school, much of the work of the older pupils is at the same level as that of younger ones. Skills in physical education are average and all pupils benefit from a programme for swimming which means that their skills in this aspect are above average.
8. Pupils with special needs get a good level of support and their learning moves on, though often at a slow pace. However, because the targets in their individual education plans are not always clear and are not regularly reviewed, their progress is difficult to track.
9. The school has set realistic targets for achievements in National Curriculum tests at the end of Key Stage 2 for 2001 and 2002. These targets are sensibly based on the information on the attainment of the pupils in the current Years 4 and 5.

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

10. On the whole the pupils show interest and involvement in their learning and display a positive attitude towards the school. This supports the views of the majority of parents who feel that their children like coming to school.
11. Behaviour in and around the school is generally satisfactory. Although the last inspection found that behaviour was good, parents and new staff felt that some improvements were urgently needed. These have been successfully implemented by the headteacher. Pupils play together happily and are polite and thoughtful, quickly helping each other if someone is hurt. Behaviour is always good in the infant class as a result of focused teaching and very good classroom management skills. Pupils listen to their teacher and follow instructions carefully and apply themselves well to their work. The under fives cooperate well at play, as, for example, when a small group worked together to push a three seater vehicle uphill. Behaviour in the junior classes is variable. The majority behaves well, but there are a few pupils, predominantly in Years 3 and 4 who behave inappropriately and cause some disruption to lessons. They do not always apply themselves to their work, particularly when work lacks challenge, and often chat too much during lessons. A degree of immaturity in some of the oldest pupils inhibits their ability to work when they are not under direct supervision of their class teacher.
12. Generally pupils work together well and have constructive relationships with each other and their teachers. The majority show respect and appreciation for the efforts of others. In a Years 5 and 6 music lesson, for example, pupils listened carefully and applauded their peers as they played a complex segment of music by Mussorgsky. Pupils show an admirable awareness and empathy for those less fortunate than themselves and have raised funds for various charities and good causes, such as the National Children's Homes and the Blue Peter tin foil appeal.
13. Teachers frequently remind pupils of the importance of being considerate to others but some of the juniors are unkind and intolerant of one another, occasionally resorting to name-calling or belittling others' abilities. Some of the parents feel that this behaviour sometimes verges on bullying. Whilst no incidents of bullying were observed during the inspection, pupils do say that some of the children are often unkind to one another.

They know that it is important to tell someone if they feel they are being bullied and feel confident that any incidents will be dealt with swiftly.

14. Pupils enjoy taking responsibility when given the opportunity, for example by putting away playground or games equipment and completing their own reading records. There are, however, too few opportunities for them to learn to take responsibility for themselves and others or for their own learning. Teaching routines are too rigid to encourage pupils to develop increasingly mature attitudes or to learn to use their own initiative as they grow older.
15. Figures for the last school year show that attendance was broadly in line with national averages. However, there has been a significant drop in attendance during this year to around 90%, which is unsatisfactory. This is partly accounted for by illness, but scrutiny of attendance records show some worrying trends, such as recurring Thursday and Friday absences. This has a detrimental effect on pupils' learning. Unauthorised absence is below the national average and pupils are generally punctual and settle quickly at the start of the day.

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

16. Teaching is satisfactory overall, but there are variations in the quality through the school and in different subjects. In ninety four per cent of lessons teaching is satisfactory and in twenty eight per cent of these the teaching is good. Teaching of the under fives is good and enables the youngest children to make good progress, particularly in literacy and numeracy. Teaching in Key Stage 1 is generally stronger than that in Key Stage 2. Throughout the school, the teaching of literacy is satisfactory and often good; teaching of numeracy is broadly satisfactory but there are some weaknesses, particularly at Key Stage 2.
17. Particular strengths in the teaching of the under fives include good use of resources to teach basic skills and good use of the classroom support assistant who often works with the children in a small group. She plans with the teacher so that she has a clear view of what the children need to learn and often gives good demonstrations and explanations to help them to understand new ideas. In a lesson on practical subtraction, use of a large number line on the carpet enabled the children to see which numbers were 'one less' than another as they worked down the line from ten to one. The assistant stood by each number as the children gave their answers so that their attention was clearly focused and they became more confident and quicker in their calculations. Good use is made of teaching time so that the children have a good range of practical experiences in most areas. On occasions, for example, they use large toys and play equipment outside while the older children are taught as a separate group in the classroom. Assessment through close observation is used well to monitor the children's progress and to make decisions about the next stage in their learning.
18. In the teaching of literacy, good use is made of the national literacy framework to guide planning and focus the work covered in individual lessons. Resources are used well to teach skills such as the correct layout of a letter. In a lesson with Year 3 and 4 children, an enlarged copy of a letter was used to discuss where full stops needed to be used and also to revise the function of paragraphs, an idea which had been taught on the previous day.
19. Teachers are beginning to use the national numeracy strategy to guide their teaching of mathematics but there is scope to make better use of the planning framework to assess pupils' skills and decide on what they will learn next. Too often work lacks

challenge for older pupils because lessons start at the same place for all and the pace of learning is not quick enough. This lack of challenge is also apparent in subjects such as science and religious education where too much of the work involves simple tasks or use of worksheets that do not take learning forward. As a result, pupils do not steadily improve their knowledge or extend their skills as they move through the school. Expectations of what children might achieve are often too low at Key Stage 2.

20. Time is generally used well and lessons have a clear structure, although occasionally there is a lack of clear focus on what is to be learned. The school uses some specialist support teachers to teach aspects of information technology and physical education, but there is scope to use the time available more productively. The use of these specialists helps to compensate for lack of teachers' confidence or expertise in teaching some subjects but there are other subjects, including mathematics and science, where teachers' lack of subject knowledge impedes learning, particularly at Key Stage 2.
21. Management of pupils is generally good, although dealing with children who have difficulty listening or who do not have good work habits sometimes interrupts the flow of lessons. Throughout the school good attention is given to supporting children with special educational needs to enable them to cope with the work set. Pupils are often taught in small groups and teachers give a good level of support to individuals to help them to understand what they have to do or provide simplified ways for them to record their ideas so that they practise literacy skills at the right level.
22. Teachers are beginning to use assessment to adjust their planning as they observe how children cope with the work that they are given. However there is scope to make more use of the information available to raise expectations of what pupils might achieve, particularly in numeracy and science. Throughout the school homework is given regularly to support work in class, but this is not always marked.

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

23. The school provides a satisfactory curriculum for children under five and those in Key Stage 1. This helps children to make progress in a range of skills in line with their particular needs in most subjects. The literacy and numeracy strategies have been implemented successfully and this is leading to an improvement in standards. The main weakness in the curriculum is in information technology, where National Curriculum requirements are not met. Whilst the children have experience of computers and computer toys, there is no clear programme of work to develop their skills.
24. The curriculum for pupils in Key Stage 2 has improved since the last inspection but there are still weaknesses that affect what pupils are taught. The literacy strategy has been successfully implemented. Some use is being made of the national numeracy framework but teachers' planning does not clearly identify what is expected of pupils of different abilities and this affects their progress in lessons. Most other subjects are taught as part of a four-year cycle and this provides all pupils with a broad range of experiences, except in information technology. However, there is no clear framework to show what particular skills are to be taught within each of these topics and how they build on what pupils have already learned to do. As a consequence work in Key Stage 2 sometimes lacks challenge for many pupils. The lack of a planning framework setting out what is to be taught as pupils move through the school results in low expectations throughout this key stage.

25. The curriculum is made richer through involvement in many local community projects such as the village art show and participation in projects linked with charities. The pupils have numerous opportunities to meet and work with pupils from other schools which contributes to their social development and this is valued by parents. Regular activities such as fun days and adventure activity days extend pupils' creative skills in art, design and making. Most pupils in Key Stage 2 take part in a wide range of after school sports events which make a good contribution to their physical education as well as strengthening the links with other local schools and the community.
26. There is no consistent and planned programme to provide for pupils' personal, social and health education. Issues related to drugs awareness and sex education are taught within a programme of health education. Older pupils occasionally discuss issues drawn from the national and daily news and this helps them develop a personal viewpoint on current affairs. Year 3 pupils read with Year 1 and older pupils help to organise sporting events. However, there are few other opportunities for older pupils to develop their initiative or show personal responsibility.
27. There is satisfactory provision for pupils' spiritual development in assemblies and religious education lessons. A discussion on the parables gave pupils a good opportunity to reflect on what Jesus' teachings might mean to them. The school has clear expectations of how pupils are to behave and a system for rewarding good behaviour. There are established procedures for dealing with bullying that encourage respect for individuals. There is satisfactory provision for pupils to develop an awareness of other cultures and their own. Each year pupils raise money for charities working in other countries and this is used as an opportunity to find out about different cultural traditions. Pupils learn about world faiths in religious education lessons. They take part in village events and learn traditional folk dances in their physical education lessons.

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

28. The school gives high priority to the care of pupils, but procedures for monitoring and promoting good attendance and supporting pupils' personal development are unsatisfactory. Policies, such as that for sex education, that were either not in place or lacked detail during the last inspection have all been revised or written. However, there is no health and safety policy and an annual risk assessment is not carried out as required.
29. Pupils are well supervised at work and play. All staff know individual pupils very well and make a significant contribution to their care. The building is light and welcoming with a number of areas, such as the conservatory adjacent to the infant classroom, where children can work and play in small groups. The whole site is very clean, secure and well maintained and has been enhanced by a programme of redecoration and the addition of new indoor lavatories. Day to day health and safety matters are dealt with effectively by the head teacher. There has however, been an oversight in not replacing the fire exit signs which were removed during recent building works. There are suitable arrangements for dealing with accidents and sickness and a senior member of staff is designated responsible for matters of child protection. A comprehensive and flexible induction program ensures that children's first experiences of school are positive and good relationships with the local secondary school help older pupils make a smooth transition to the next stage of education.
30. There has been improvement in the procedures and use of assessment in English

throughout the school and some improvement in assessment of mathematics in Key Stage 1 and information technology in Key Stage 2. This has helped the school to clearly identify where improvement in learning is needed so that teachers can target the necessary skills in their planning. This is leading to improvements in standards in these areas of learning. For all other subjects assessment remains weak and limits progress. Good use is made of assessment information for children under five. This helps the teacher to plan work that builds on what children already know and as a result they make good progress in their learning.

31. The school is conscientious about providing educational and personal support and guidance for pupils. Good behaviour is successfully encouraged for the majority of pupils but there is some variations in expectations of standards of behaviour of the older pupils and this means that they do not always behave appropriately. Links with outside agencies ensure that pupils with specific difficulties receive any additional support that they need. There are regular visits by the speech and occupational therapist and additional support is given to a few pupils with behavioural difficulties. While parents are aware of expectations in relation to attendance, the school's monitoring procedures are unsatisfactory. The school was unaware of the significant decline in attendance during the past year, because registers are not monitored carefully enough. Some initiatives for personal and social education have been successfully undertaken, such as the use of the 'Talkworks' project to help children to talk about their feelings. Overall, however, there is a lack of structure to promote pupils' personal and social skills.

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

32. Parents are generally positive about the school and, for example, are very pleased that the staff come out into the playground at the end of each day so that they can talk to them informally. Since the last inspection the school has improved the quality of the annual written reports so that they now meet requirements. A home school reading scheme has been put in place and this is helping to strengthen parents' role in supporting their children's learning.
33. Parents appreciate the steps the school has taken to help improve standards, and feel that the separate teaching of Years 5 and 6 and the grouping arrangements for the younger children has helped progress. Parents like the way they are informed about what their children are doing and are encouraged to come into classrooms to see work. Parents of pupils with special needs are confident about the individual support they receive and are happy with the regular feedback they get from the support assistant who works with the children. They also like the fact that the governing body's parents' forum has given them a part in the running of the school, as happened recently when the behaviour policy was rewritten. These positive views are supported by the inspection findings. Some parents also feel that limited extra-curricular activities are offered and that not enough is done to promote pupils' personal and social education. Inspection evidence confirms parents concerns about the provision for personal and social education, but found there is an appropriate range of extra-curricular activities on offer. Occasionally, because of other demands on teachers, club activities have been cancelled at short notice; the need to make parents aware that this will happen from time to time has been discussed with the headteacher.
34. The school has useful links with parents, carers and community volunteers which help to support learning. A few parents help regularly in school with food technology, reading, craft activities and with work on the computers. Home/school agreements are sensible and published in the brochure so that parents know about expectations of

them from their earliest contact with the school. Although parents report that homework has become more regular of late, they are disappointed that it is not marked regularly. Regular newsletters keep parents informed about all aspects of school life and an evening to explain the literacy strategy has helped them support their children's progress. A similar evening for the numeracy strategy was cancelled due to staff illness and needs to be rescheduled.

35. Annual reports on progress for children in the infant classes are good, but there is still some variation in the quality of information about pupils' progress and standards in the other year groups. Targets for improvement are included, but are not being used enough to raise standards in the whole school. Parents would like more time between receiving the reports and meeting their child's teacher to discuss them; this concern has been passed on to the head teacher for consideration. The brochure and governors' annual report to parents provide a well written overview of the school's activities, but there are some omissions of legally required information in the governors' report such as the date of the next parent governor election. The 'parents' and friends association' is active in organising fundraising events, which are enthusiastically supported by the whole community.

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

36. The leadership and management of the school are satisfactory. The headteacher has shown firm leadership in establishing positive attitudes to learning through her consistent management of behaviour and a systematic approach to raising standards. The successful implementation of the national literacy strategy is having a positive impact on standards across the school. This has also been helped by the recent decision to reduce the size of the Key Stage 2 class on four mornings each week and this is improving the effectiveness of literacy teaching.
37. The governing body provides good support and governors carry out their responsibilities appropriately. Since the last inspection governors have become more involved in sharing responsibility for managing the school and making effective use of the finances available. For example, they have worked with the headteacher to establish two Key Stage 2 teaching groups on four mornings each week and have used a small budget surplus to employ part-time specialist teachers for gymnastics and computer skills. However, there are no methods to assess how well additional staff, including classroom assistants, contribute to raising pupils' achievements. Consequently, the school can not judge whether the best use is being made of the expertise available and there is scope for improvement in the way in which the time of these staff are used. The governing body meets most statutory responsibilities, but there is no annual risk assessment and governors have not approved an appropriate health and safety policy.
38. Responsibility for curriculum co-ordination is not identified and this leads to some piecemeal development through the school, for example in mathematics and science. This is also leading to some delay in implementing structures to support planning and teaching in other subjects.
39. The school is clear about its strengths and weaknesses but does not have a current development plan to show how it intends to continue to raise standards. Last year's plan identified a number of improvements to the building and these have enhanced the quality of learning. The library, which serves as a classroom in the mornings, is attractive and pupils enjoy browsing first thing in the morning or during lunchtime. The recently erected adventure playground has given more scope for adventurous play for



the younger children. However, the development plan was not clear about how improvements to the curriculum were to be managed. Consequently, the school's strategy for teaching numeracy is only partially in place.

40. The headteacher works closely with local schools to provide appropriate training for all staff and a good range of additional experiences for the pupils. The school is generally well equipped to teach all subjects, although there are insufficient resources for younger pupils to develop their creative skills.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- Raise standards in mathematics, science and information technology by:
  - taking full advantage of the planning frameworks provided by the national numeracy strategy and the Qualifications and Curriculum Authority;
  - making use of information about pupils' achievements to provide work that has an appropriate level of challenge;
  - raising expectations of what pupils might achieve.

*(Paragraphs: 22, 56, 58, 60-61, 62-65, 72-74)*

- Improve provision for the support and monitoring of pupils' personal development by:
  - improving attendance rates;
  - implementing a policy for personal and social development.

*(Paragraphs: 11, 14-15, 26, 31)*

- Make best use of staff time and expertise by:
  - identifying key responsibilities for curriculum co-ordination across the school;
  - ensuring that time is effectively used to improve the quality of teaching and learning throughout the school;
  - evaluating the effectiveness of the use of time to raise standards and improve the quality of learning.

*(Paragraphs: 20, 37-38)*

- Implement systems for curriculum planning that clearly focus on the development of skills in all subjects and
  - increase the opportunities for pupils' to use their literacy and numeracy skills across the curriculum.

*(Paragraphs: 19, 24, 54,)*

### **Minor issues for improvement**

Implement a full health and safety policy  
Ensure that risk assessments are carried out on an annual basis.

*(Paragraph: 28)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	28	67	6	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)	-	54
Number of full-time pupils eligible for free school meals	-	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	45
Any other minority ethnic group	

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

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

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

*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)	2.4
Number of pupils per qualified teacher	22.5
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	38

### ***Financial information***

Financial year	1998/99
	£
Total income	114,240
Total expenditure	107,960
Expenditure per pupil	2,159
Balance brought forward from previous year	4,256
Balance carried forward to next year	10,536

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	37
Number of questionnaires returned	28

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	7	0	0
My child is making good progress in school.	43	50	4	0	4
Behaviour in the school is good.	29	57	11	4	0
My child gets the right amount of work to do at home.	32	39	25	4	0
The teaching is good.	43	46	7	0	4
I am kept well informed about how my child is getting on.	46	32	18	4	0
I would feel comfortable about approaching the school with questions or a problem.	75	14	7	0	4
The school expects my child to work hard and achieve his or her best.	54	43	0	0	4
The school works closely with parents.	21	57	14	4	4
The school is well led and managed.	21	68	7	4	0
The school is helping my child become mature and responsible.	39	43	11	0	7
The school provides an interesting range of activities outside lessons.	0	36	36	14	14

## **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**

41. Almost all children attend the local playgroup before joining an established Key Stage 1 class. They have good personal and social skills and are well prepared for starting school. In all other areas of learning, the skills of the majority of children are below average. They make good progress in their learning so that by the age of five the majority reach the targets set as desirable learning outcomes.
42. Teaching in most areas is good. Although there is no specific planning for the under fives, good attention is paid to meeting their needs and activities are organised that take account of their need for practical experiences. Teaching of literacy and numeracy is good and the classroom assistant is carefully deployed to support children's learning. Information from baseline assessment is used well to group the pupils and to identify their starting points for learning.

#### **Personal and social development**

43. Good attention is paid to meeting children's individual needs and encouraging them to work successfully together. The under fives benefit from working with the older pupils and quickly adapt to the routines of the classroom. By the age of five, children organise activities independently and are responsible in getting out and tidying away the materials that they use. Many work well together, as they share wheeled toys in the play area and help each other to work out which number comes next on a number line.

#### **Language and literacy**

44. There is a good focus on the teaching of skills in this area and by the age of five, most children are achieving at least in line with expectations and many are working in the early stages of the National Curriculum. All children listen attentively and show understanding of the main points of a discussion; they also ask and answer questions about a story. They readily follow instructions and express their ideas confidently, although some still show some immaturity and confusions in their spoken language.
45. By the age of five, all have made a start on reading. Many read simple books accurately, using the pictures and their knowledge of commonly used words and initial sounds to work out the meaning. They make good progress in writing, moving from writing isolated letters to composing individual sentences independently and sometimes writing captions to explain their observations in science or express their thoughts in religious education.

#### **Numeracy**

46. There is good provision for this area, with reception children often being taught separately from the older pupils and with a good range of resources to promote learning through practical activities. By the age of five, children recognise and know the value of numbers to 10 and sometimes beyond. They match and order groups of objects and show good understanding of adding 'one more' or making 'one less'. Most have a good understanding of practical addition and some successfully mentally subtract from groups up to 10.
47. Children match and sort groups of objects in a variety of ways and understand

positional vocabulary such as 'next', 'before' and 'last'.

### **Knowledge and understanding of the world**

48. Children's knowledge of the world around is promoted well through activities such as studying the growth of plants and looking at change in walks around the school grounds and through the village. By the age of five, they have a good base of knowledge in science and geography to support later work in the National Curriculum. They are aware of the sources of sounds, sort objects according to the materials they are made from and know some of the ways in which they have changed since they were babies. Their knowledge of technological aspects of the curriculum is limited; they have little experience of working with computers and limited opportunities for using their own ideas for design, for example in model-making.

### **Creative development**

49. This is an area of weakness. There are few opportunities for children to represent their ideas and understanding in ways that they have chosen; much of the work in art is teacher-directed and children do not experiment enough with a range of materials and techniques. As a consequence, their creative skills are limited. Music-making is largely confined to singing and there is limited opportunity for imaginative play, for example in role play.

### **Physical development**

50. Provision is good and by the age of five children have good physical skills. When playing outside they energetically pedal, push and steer a variety of wheeled toys. They have good awareness of space and move with consideration for others. Skills in using a variety of tools such as pencils and scissors are good.

## **ENGLISH**

51. Standards are improving throughout the school, although there is still some work to be done to raise them further. The majority of pupils make steady progress in reading and learn to write accounts, stories and descriptions with reasonable detail; these are often well-presented. There are weaknesses in spelling and pupils do not make enough use of their skills in literacy to support work in other subjects, particularly at the upper end of Key Stage 2.
52. The majority of children make steady progress in speaking and listening. The younger pupils in particular learn to listen carefully in a variety of situations and are often eager to respond to teachers' questions. By the end of Key Stage 1, pupils are confident in speaking in a variety of situations and clearly explain their ideas and opinions using an increased vocabulary. Key Stage 2 pupils generally show understanding of the main points of a discussion and make relevant responses, but few adapt the way that they speak to show understanding of more formal occasions or are able to clearly describe their views and opinions at any length. Many are inhibited about speaking in front of others and there are not enough opportunities for pupils to develop their oral skills through, for example, debate or presentation.
53. All children learn to use a variety of strategies in reading and by the end of Key Stage 1 they read accurately, often introducing expression as they read aloud. Children show understanding of the main points of a story and begin to use their reading skills in, for

example, finding the right page of a dictionary when checking a spelling. Pupils make steady progress through a structured scheme and by the end of Key Stage 2 the majority read confidently and explain the meaning of a story by referring to the text. They use dictionaries to help with their written work and understand the purpose of the contents and index in information books. However, they rarely undertake independent research and their knowledge of books and authors is limited because so much of what they read comes from one main reading scheme, even when they are competent readers at the upper end of Key Stage 2.

54. Writing is the area where there has been greatest improvement, particularly since the introduction of the national literacy strategy. At Key Stage 1, many children make good progress and there are some good example of factual accounts, for example of the journey of the Mayflower, and of writing in response to stories such as 'The Lighthouse Keeper's Lunch'. Presentation improves, but many children make persistent errors in spelling some commonly used words. At Key Stage 2, many pupils write clearly structured stories, often using good descriptive language, although written work is often ungrammatical and spelling skills are still weak. At the end of the key stage, the written work of higher attainers engages interest with good varied sentence structure and words often chosen for effect. Pupils write in a variety of forms including journalistic accounts, poems and argument. Some work is drafted and edited for improvement, but there is scope to extend opportunities for this and to make more use of information technology to help with this process. Whilst there are opportunities for pupils to use their skills across the curriculum, for example in writing about feelings in religious education, much of the work undertaken is too low level or based on identical worksheets for all pupils and does not enable competent writers to use and extend their skills.
55. Teaching is satisfactory and teachers make good use of the national literacy strategy to support their planning and to identify a clear focus for learning. Resources, such as large books and extracts from stories, are used well to teach specific aspects of literacy. The majority of pupils are interested and enthusiastic about the texts to which they are introduced. Children in the infant class enjoyed reading an enlarged edition of 'Jack and the Beanstalk'. Some had brought in their own versions of the story to compare with the 'big book' and, as this was re-read by the teacher, many predicted the ends of sentences and showed a good recall of the storyline. Teachers consider how to ensure that tasks are modified to meet the needs of pupils at different levels and are largely successful in providing the support that pupils need to help them to succeed. Support for pupils with special educational needs is carefully targeted to help children to improve their skills in reading and spelling. Pupils' progress through the reading scheme is carefully tracked and targets have been introduced to help to improve their skills in writing. Many of the younger children refer to their targets as they start to write and work hard, for example, to remember to use full stops at the end of each sentence.

## **MATHEMATICS**

56. Attainment at the end of Key Stage 1 is average and is better than recent years' National Curriculum test results would suggest. Pupils are achieving well following recent improvements in teaching mathematics. Teaching follows the framework set out in the national numeracy strategy, supported by a published scheme of work. Standards at the end of Key Stage 2 are below average. There is insufficient development of pupils' basic understanding of aspects of number such as place value and of shape, space, measures and data handling. However, following recent improvements to planning, many pupils are now making satisfactory progress in using



the four number operations, but the work of the majority is still below the average level.

57. Pupils in Year 2 know number bonds to ten and use this knowledge for example, when taking seven away from twelve. They use number lines and number squares to count on and back and recognise that when counting on in tens the number of units remain the same. Most use their knowledge of the two and three times tables to work quickly on calculations involving money. They explain patterns in a sequence of numbers, for example that numbers are increasing by three or each number is half of the previous number. They use bar graphs to record the width of other children's hand spans and make simple statements about the differences. Pupils in this key stage have a good range of opportunities to develop their skills.
58. By the age of eleven pupils multiply and divide by single digit numbers and use their knowledge of multiplication tables to solve simple problems in their head. They use a satisfactory range of strategies for addition and subtraction of whole numbers, decimals and fractions. They measure accurately in centimetres and millimetres and recognise shapes by the number of faces and edges. Much of the work set for older and higher attaining pupils lacks challenge and therefore they do not reach the standards that they should. For example, pupils are set simple data collecting tasks which do not provide enough opportunity for them to draw conclusions or number sequences are too simplistic for them to make generalisations.
59. Although teaching is satisfactory overall, there are some weaknesses at Key Stage 2. The planning of lessons and the work set for pupils indicates weaknesses in teachers' subject knowledge and lack of understanding of expected standards. A framework for teaching numeracy is not properly in place and lack of information from assessment affects the quality of planning at Key Stage 2. There is a greater awareness of the needs of individuals and groups of pupils at Key Stage 1. For example, in one lesson higher attaining pupils were taught how to use their knowledge of place value to find the missing number in an equation whilst other pupils were taught about the effect of taking away zero. This contrasts with a lesson in Years 5 and 6 when all pupils were taught how to multiply two figure numbers by a single number. This was appropriate for the lower attaining pupils but many other pupils already understood the strategy. The work that followed did not challenge the higher attainers by, for example, building on what they already knew by multiplying by two digits.
60. At Key Stage 2, teachers are taking advantage of the smaller teaching groups, particularly in mental arithmetic sessions and in teaching number. However, lessons do not take enough account of the range of abilities and this both affects pupils' enthusiasm and results in loss of teaching time. For example, in one lesson most of the class waited for some pupils to count on ten with their fingers. Not enough resources are made available to support pupils working independently or to support those having problems with their tables. On occasions, work in shape, space and datahandling is at the same level for all pupils and this is undemanding of the higher attainers.
61. The lack of a scheme of work across the whole school has had an adverse affect on standards in previous years. This is beginning to be addressed at Key Stage 1 with good results. However, planning is still too haphazard at Key Stage 2 with a lack of clarity about what is expected of pupils and how this builds on what they already know. Consequently pupils are not adequately challenged and do not achieve what could be expected of them.

## **SCIENCE**

62. Standards in science are too low, particularly at Key Stage 2. A limited time is spent on teaching the subject and there is a lack of a structured scheme to support the progressive development of pupils' skills in investigation and experimentation. Most pupils have an understanding of some key aspects of science, but again this is not progressively developed as they go through the school and some of the work of the older pupils is at a very low level.
63. At the end of Key Stage 1, pupils know some of the differences between plants and animals and what each group needs to help them to grow. They understand the properties of some common materials and the impact of forces such as pushing and pulling in making objects move in different ways. They undertake some simple testing and describe their observations; for example they measure the distances that vehicles travel down ramps and test different types of paper for absorbency. Their knowledge is broadly in line with what is expected of pupils of this age. However, much of the work that they do is worksheet based and this limits their capacity to develop skills in experimenting and investigation.
64. At Key Stage 2, pupils' knowledge of science improves but does not reach the level that it should. Pupils are aware of the food groups and what constitutes a healthy diet and of the key functions of human organs and the circulatory system. They study the growth of plants but work does not move on to, for example, learning about the function of the main plant organs or the process of photosynthesis. Pupils have some experience of setting up tests, for example to find which materials act as a conductor or insulator or of situations where ice cubes will melt. Some have an understanding of the need for constants in testing, but this is rather shaky and when pupils do conduct tests they predict results but do not draw conclusions based on scientific reasoning. Some work is very low level and more suited to Key Stage 1, for example identifying objects that use electricity or batteries.
65. Only one lesson was seen and no overall judgement is made on teaching but there are clearly weaknesses. Planning is not supported by a well-structured scheme of work and expectations of how pupils might be encouraged to apply and extend their knowledge of science are too low.

## **ART AND DESIGN AND TECHNOLOGY**

66. No teaching was seen, there are no schemes of work for these subjects and there was very limited evidence from planning. Much of the work in these areas links with current topics or special events such as 'World Book Day'. Key Stage 1 pupils produced some colourful pictures in the style of stained glass windows to depict the Easter story. They made detailed drawings of frogs, some with good attention to detail, in their science work on life-cycles. The work of artists such as Monet was used to generate some colourful depictions of flowers, some with good form and some in a striking abstract style. By the end of the key stage, children have a reasonable level of skills in drawing and painting, but these are not developed in a systematic way and show very little improvement as pupils go through the school.
67. Children make some use of their skills in elements of design, for example pupils in Key Stage 1 drew plans to suggest how to get Mr Grinling's lunch to the lighthouse. Key Stage 2 pupils designed colourful logos for a DIY store and children throughout the school have recently been involved in designing and making Easter bonnets. Their skills in design were successfully used in planning and making clay tiles to create a large mural for a local hospital and the final product was eye-catching and of a good

standard. Generally, however, there is very little work in design and technology and the subject is not well established in the curriculum.

## **GEOGRAPHY AND HISTORY**

68. No teaching was observed and there was insufficient evidence to form a secure judgement on the achievements of pupils in Key Stage 1. Scrutiny of work and planning and discussions show that at the end of Key Stage 2 pupils have a satisfactory base of knowledge but that standards are below those expected in history study skills and geographical enquiry skills. There is no clear programme of skills teaching in these subjects and much of the work focuses on facts rather than interpretation of information.
69. At the end of Key Stage 2 pupils have a reasonable understanding of how major historical events relate to each other and define different periods in history with reference to buildings, transport and fashion. Pupils have drawn time lines to show British monarchs and major events such as the invention of the motor car. They have some knowledge of the achievements of the Ancient Egyptians, in, for example, farming and buildings and know where we find evidence of this civilisation. They have produced tables and charts to show how improvements in transport have reduced journey times but are not clear about the impact of such developments on society. Pupils use a satisfactory range of resources to find information but do not have enough experience of setting their own questions, interpreting information and then speculating on how this might have affected historical events. The development of skills such as these is not identified clearly in topic planning. The tasks set are not sufficiently challenging. Older pupils are still colouring in time lines, maps of Britain or pictures of famous people such as Florence Nightingale. Much of the work set, for example in writing about key historical figures and events, is also undemanding and does not extend pupils' literacy skills.
70. There is a similar picture of weak planning in geography. Pupils have a satisfactory understanding of other countries in the world and where they are in relation to each other. Good use is made of fund-raising events to extend pupils' knowledge about some of the features of living in these countries. For example, when raising money for Zambia, pupils learned about the differences between life in the cities and the countryside. In this respect geography studies make a valuable contribution to pupils' understanding of other cultures. Pupils carry out fieldwork on the Somerset levels and make plans of the locality, but their use of scale, grid references or keys is below the level expected at the end of the key stage.
71. The school is beginning to use the guidance offered in the recently published guidelines from the Qualifications and Curriculum Authority for geography planning and this has already brought some structure into history and geography planning at Key Stage 1.

## **INFORMATION TECHNOLOGY**

72. Very little teaching was seen but observation of Key Stage 2 pupils working on the computers and discussions with Year 6 and Year 2 pupils show that standards are below those expected. However, the recent acquisition of two new computers and some teaching by a specialist has led to improvements in the achievements of pupils in Key Stage 2. Planning has also improved. There is now a framework for teaching communication skills and the use of computers to handle information. A checklist of key skills has recently been put in place to monitor pupils' progress. There is still no framework for teaching at Key Stage 1 and no programme to teach control and modelling skills to pupils in Key Stage 2.
73. Pupils in Key Stage 1 are confident in using a mouse to move images around the screen and load a simple word processing program to write stories or practise their spellings. By the end of the key stage they open a menu bar and select from two or three options, one of which they can use to print their work. These are limited achievements for pupils at the end of the key stage. Their progress is unsatisfactory because of insufficient experience and the lack of a clear scheme of work for staff to follow.
74. Pupils in Key Stage 2 are now making satisfactory progress. They have learned how to carry out simple word processing tasks such as inserting a capital and correcting spelling using the spell checker. They successfully use a graphics program to create their own drawings and use the full range of tools on the task bar. These basic skills provide a firm basis for pupils' later experiences. The present organisation of the lessons allow some skills to be taught effectively but do not make best use of the time. Only one or two pupils use the computers and there is little follow up work between lessons to give them added experiences. Pupils sometimes spend a lengthy time typing in their work and this reduces the amount of time left for teaching.
75. There is now sufficient equipment for the school to meet National Curriculum requirements, which is an improvement since the last inspection. The school has a robotic toy for teaching control technology and a program for data handling skills. However, the teaching of these areas is not planned on a regular basis and consequently pupils' skills and experiences in these areas are poor. The new computers provide pupils with the opportunity to find information stored on CDs or by using the Internet, but work on these aspects has not yet been identified in the emerging scheme of work.

## **MUSIC**

76. Only two lessons were seen, both in Key Stage 2 and no judgement can be made on standards or teaching. There is no scheme of work for the subject and no planning for the systematic progression of pupils' skills and knowledge as they go through the school. A temporary teacher currently teaches all classes, using planning materials from a variety of sources. This ensures that elements of listening and appraising and performing and composing are introduced in the current series of lessons but there is no system to secure the place of the subject in the curriculum in the longer-term.

## **PHYSICAL EDUCATION**

77. Standards in gymnastic activities are above those expected of seven year olds. Standards are as expected for pupils aged eleven at the end of Key Stage 2. Standards in swimming are good. Nearly all Year 6 pupils learn to swim at least 25

metres, the standard expected, and all pupils are confident swimmers. The majority of pupils swim each week as part of the school's programme of physical education.

78. Teaching of gymnastics by a part-time specialist is effective. Key Stage 1 pupils confidently move around the apparatus showing a good range of balances and turns. In one lesson, with the help of the teacher they found safe places to balance on various parts of their body. Some chose to hang from a rail with arms outstretched and fingers pointed, whilst others used the benches set at an angle to the climbing frame to balance on their backs and shoulders. The teacher gave plenty of praise to the younger children as they carried out these demanding actions and brought these to the attention of others. The warm up to the lesson had been used well by the teacher to remind children of what different balances looked like; for example 'as round as a tomato'. Pupils themselves used this simple but effective language when concentrating on their actions.
79. Years 5 and 6 pupils successfully carried out a routine and linked turns and balances on the mats with those on the apparatus. The teacher was very clear about what was expected, giving a clear message about the quality of movement. All pupils refined and improved their movements often using suggestions from their friends. A good feature of this lesson was the control that pupils showed in a confined space and the consideration for each other.
80. Pupils in both key stages are provided with good opportunities to develop physically. Gymnastic lessons take place in the larger classroom and, whilst the space for gymnastic activity is small, there is sufficient equipment. The specialist teacher is confident teaching in the difficult conditions, but thought needs to be given to the role of the class teachers during these lessons, which is mainly supervisory. The school has a good-sized field and regularly uses the local leisure centre for swimming and the village hall for dancing. A good range of competitive games and other sporting events is held each year, in which all pupils participate.

## **RELIGIOUS EDUCATION**

81. Standards at the end of Key Stage 2 are in line with the expectations of the locally agreed syllabus. It was not possible to form a judgement on standards or teaching at Key Stage 1.
82. At the end of Key Stage 2 pupils know the names of the major world faiths and understand how their beliefs compare with Christianity. In one lesson Years 5 and 6 pupils explained some of the symbols and rituals of these faiths and listened attentively whilst one explained in more detail how Muslims prepared themselves for prayer. The questions they asked showed that they were aware that different faiths might have different rules for men and women. Pupils used their good knowledge of the significant events in the life of Jesus to identify the Christian symbols used in the religious paintings that they were studying. However, work in pupils' books does not reflect the quality of discussion and the level of understanding that the pupils showed in this lesson. There is an overuse of work sheets that do not give pupils enough opportunity to expand upon their ideas.
83. In the one lesson seen, teaching was effective in helping pupils understand how significant events in the life of Jesus are told through paintings. The lesson provided a good opportunity for pupils to work together, sharing what they could remember about significant events such as the birth of Jesus or his crucifixion.

84. The school follows the locally agreed syllabus which provides a sound framework for lesson planning. Regular use is made of the local resources centre to provide a range of religious artefacts to support teaching. An assembly that focused on the parables of Jesus helped develop older pupils' religious thinking and in particular how His teachings could be related to modern events.