

INSPECTION REPORT

WEST HUNTSPELL PRIMARY SCHOOL

Highbridge

Somerset

Unique Reference Number: 123696

Headteacher: Mr P Flux

Reporting inspector: Mr I Pratt

Dates of inspection: 6th – 9th December 1999

Under OFSTED contract number: 707752

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Cross
Date of previous inspection:	3 rd – 6 th June 1996

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Ian Pratt, Registered Inspector	Science Physical education Provision for pupils with special educational needs Provision for pupils attending the Resource Base for pupils with autistic behaviours	Characteristics of the school Key Indicators Attainment and progress Teaching Leadership and management Staffing, accommodation and resources for learning Efficiency
Gillian Anderson, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Janet Sinclair	Mathematics Information technology Design and technology Geography History Provision for children under five	Curriculum and assessment
Shelagh Halley	English Religious education Art Music Equality of opportunity	Spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- The school achieved above average standards in the 1999 National Curriculum Key Stage 2 tests, a significant improvement on previous years.
- At the end of Key Stage 2, standards in mathematics are above those expected nationally.
- The school promotes good behaviour very effectively and has improved the behaviour of pupils very well since the previous inspection. The behaviour of pupils is now very good.
- The standard of relationships is consistently good between pupils and with adults.
- The provision made by the Resource Base for pupils with Autistic Behaviours is very good.
- The quality of teaching is good overall at Key Stage 2.
- Provision for the pupils' moral development is very good, and it is good for their social development.
- Parents are involved well in their children's learning.
- The governors are helping the school to improve by their interest and their role in monitoring its work.
- The quality of financial planning and control is good.

Where the school has weaknesses

- I. The school does not fully implement the National Curriculum for information technology (IT) or the Somerset Agreed Syllabus for religious education, and pupils do not attain sufficiently high standards.
- II. Standards in writing, handwriting, IT and religious education are below expected levels throughout the school.
- III. Children under the age of five do not make satisfactory progress because the curriculum and teaching do not sufficiently reflect the required areas of learning for children of this age.
- IV. The teacher's expectations of pupils in one of the parallel Year 4, 5 and 6 classes are not high enough and they do not receive a balanced curriculum. There is too little time spent on geography and IT, and pupils spend a disproportionate amount of time on history.
- V. The curriculum is not effectively planned to ensure that pupils in mixed age classes are consistently challenged by the work they are given.
- VI. Procedures for assessing pupils' work in relation to National Curriculum levels are unsatisfactory and the school does not use assessment data sufficiently to identify where the curriculum needs development.
- VII. Provision for spiritual development is unsatisfactory, largely because the curriculum for religious education is not fully implemented and opportunities to develop spirituality are missed in other subjects.
- VIII. The headteacher does not have a sufficiently clear focus on the achievement of consistently high standards in all aspects of the curriculum nor on providing equality of opportunity for all pupils to make progress.
- IX. The roles of the senior managers and subject co-ordinators are not sufficiently focused on monitoring and evaluating the quality of provision and the standards achieved in the school.

The school has a large number of considerable strengths that just outweigh its weaknesses, but these will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory improvement since the last inspection. Pupils now make good progress in mathematics and satisfactory progress in science. Behaviour has improved markedly and health and safety issues have been resolved effectively. Whole-school planning is satisfactory and the literacy and numeracy strategies are implemented effectively, although the planning in some other subjects still needs development. The governors have increased their involvement in monitoring and evaluating the school's work, the headteacher has a clearer overview of the curriculum and the quality of development planning has improved soundly. Results in the 1999 Key Stage 2 National Curriculum tests improved greatly and pupils attained high

standards. Of particular significance over the past two years, has been the highly successful establishment of the local education authority Resource Base for Pupils with Autistic Behaviours, the first in the county. This has taken time and hard work from all involved, and now provides a very good education for the pupils attending.

Provision and standards in the parallel classes for pupils in Years 4, 5 and 6 is inconsistent, and insufficient progress has been made in ensuring that pupils in mixed age classes are given consistently challenging work. Assessment procedures and the use of assessment to guide the planning of the curriculum are still unsatisfactory. The quality of provision for children under the age of five is unsatisfactory and the standards they achieve are now below those expected at the age of five. Standards in religious education have fallen and are now well below the expectations at the end of Key Stage 2 and in IT, standards are below the national expectations throughout the school. The school has satisfactory capacity for further improvement.

Standards in subjects

This table shows the standards achieved by 11-year-olds in 1999 based on the National Curriculum tests:

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

Children enter the Reception class at the age of four with attainments broadly in line with those expected for children of this age. They make unsatisfactory progress in the required areas of learning because of weaknesses in the curriculum and teaching. By the age of five, their attainments are below expected levels. In Key Stage 1, pupils make up ground, and by the end of the key stage, attain standards in English, mathematics and science that are in line with national expectations. Standards attained in the 1999 Key Stage 2 tests were a considerable improvement on those of 1998 and preceding years. The results show that the pupils' attainments were above the national average and the average for similar schools in English and science, and well above average in mathematics. These results contrast with the standard of work seen during the inspection, which finds standards to be in line with the national expectations in English and science and above the expectations in mathematics. The improved performance in the tests in 1999 are the result of the school's particularly good use of additional funding to support pupils in Year 6 in the two terms prior to the tests. In handwriting, information technology and religious education, standards have fallen and are now below the national expectation at the end of both key stages.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	unsatisfactory	satisfactory	satisfactory
Mathematics	unsatisfactory	unsatisfactory	good
Science		satisfactory	good
Information technology		no evidence	no evidence
Religious education	unsatisfactory	satisfactory	unsatisfactory
Other subjects	unsatisfactory	satisfactory in music unsatisfactory in art insufficient evidence in other subjects	good in physical education satisfactory in history and music unsatisfactory in art insufficient evidence in other subjects

The quality of teaching overall is satisfactory, although there is considerable variation between the key stages. In the school as a whole, teaching was satisfactory or better in 84 per cent of lessons, good or better in 54 per cent and very good in 12 per cent. In 16 per cent of lessons teaching was unsatisfactory, although this was mainly for the under-fives. For children under the age of five, teaching was unsatisfactory because there is insufficient knowledge and understanding of how to plan for and provide a relevant curriculum for children of this age. At Key Stage 1, teaching is satisfactory and it is good at Key Stage 2. Strengths in teaching at Key Stage 2 are the good pace of learning in many lessons, the effective methods and the good management of pupils. Some unsatisfactory teaching occurs in one of the parallel Years 4, 5 and 6 classes, when the teacher's expectations of the pupils' work is not sufficiently high.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good throughout the school.
Attendance	Satisfactory, less unauthorised absence than the national average. Pupils are punctual.
Ethos*	Satisfactory, but with some inconsistencies in commitment to high standards, the quality of education provided and equality of opportunity.
Leadership and management	Satisfactory overall. Effective planning but unsatisfactory focus on attaining consistently high standards. The monitoring and evaluating role of senior managers and subject co-ordinators is under-developed.
Curriculum	A major weakness. Unsatisfactory for children under five. IT and religious education curriculum not fully implemented throughout the school. Inequality of opportunity between the parallel Years 4, 5, 6 classes. Unsatisfactory assessment.
Spiritual, moral, social & cultural development	Satisfactory overall. Provision for moral development very good and for social development good. Unsatisfactory provision for spiritual development because of weaknesses in religious education.
Staffing, resources and accommodation	Sufficient teaching staff, good supply of support staff. Accommodation is satisfactory although there is no outdoor secure area for children under the age of five. Satisfactory resources for learning, good for literacy.
Value for money	Satisfactory.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>X. The 'open door' policy for contact with staff.</p> <p>XI. The caring values that result in very good behaviour and positive attitudes and relationships.</p> <p>XII. The friendly, family atmosphere, where the pupils are known as individuals and this results in the pupils liking the school.</p> <p>XIII. Standards in English, mathematics and science.</p>	<p>XIV. The lack of information about what is</p> <p>XV. The inconsistency in the curriculum provided and 5 and 6 classes.</p> <p>XVI. Vehicles entering the playground at the</p> <p>XVII. The small amount and standard of</p>

Inspection findings strongly support parents' positive views about the school and also support their concerns about curriculum information and inconsistency between the parallel classes. Inspectors find that the school is working hard to resolve the problem caused by vehicles entering the playground and support parents' views that current procedures still present a hazard to health and safety. No judgement can be made about the amount and standard of competitive sport due to insufficient evidence.

KEY ISSUES FOR ACTION

In their work to raise standards further, the governors and staff should now consider the following key issues, which relate to weaknesses identified in the report paragraphs shown:

- XVIII. Raise standards in information technology throughout the school and religious education at Key Stage 2 by: (paragraphs 10, 14, 15, 16, 28, 32, 56, 113-119, 121, 122, 124)
- XIX. fully implementing the National Curriculum for information technology and the Somerset Agreed Syllabus for religious education;
- XX. planning the use of information technology across all relevant subjects of the curriculum;
- XXI. ensuring that teachers have the skills and confidence to teach both subjects adequately;
- XXII. developing and implementing effective procedures for assessing and monitoring the pupils' progress in both subjects, and use assessment information to guide teachers' planning;
- XXIII. rigorously monitoring and evaluating the standards achieved.
- XXIV. Improve standards of writing, handwriting and the overall presentation of the pupils' work by: (paragraphs 8, 9, 11, 29, 82, 84, 86, 89, 110)
- XXV. implementing a comprehensive handwriting policy consistently throughout the school;
- XXVI. introducing pupils to a joined style of writing as soon as possible;
- XXVII. promoting good handwriting through all relevant subjects of the curriculum;
- XXVIII. developing and implementing a policy for the presentation of pupils' work throughout the school;
- XXIX. rigorously monitoring and evaluating standards of the pupils' written work.
- XXX. Improve the attainments and progress of children at the age of five by: (paragraphs 6, 24, 25, 31, 67, 74)
- XXXI. planning and implementing an 'early years' curriculum based on the six areas of learning that provides for the systematic and structured development of pupils' skills, knowledge and understanding;
- XXXII. ensuring that all staff have sufficient expertise and confidence to teach and support children under the age of five in a mixed age classroom;
- XXXIII. providing a secure outside area for daily play activities.
- XXXIV. Ensure that pupils of all ages and abilities are provided with suitably challenging work by: (paragraphs 26, 27, 35, 37, 38, 44, 52, 57, 87, 99, 101, 111)
- XXXV. clearly identifying in the curriculum plans, the work for pupils of differing age and ability so that there is a progressive development in their skills, knowledge and understanding;
- XXXVI. developing effective, whole-school, assessment procedures which help teachers in understanding the stage pupils have reached in their learning;
- XXXVII. using this information to monitor pupils' progress more effectively, plan work more precisely and set individual targets for improvement;
- XXXVIII. defining the learning objectives of lessons very clearly in terms of what pupils will know, understand and be able to do by the end of a lesson, and evaluate lessons in terms of the amount of learning that took place;
- XXXIX. using day-to-day assessment information to plan what pupils of differing ages and abilities will learn next;
- XL. developing the role of subject co-ordinators in monitoring standards and evaluating the quality of

provision in each subject.

- XLI. Ensure that the pupils in the parallel Years 4, 5 and 6 classes have equality of opportunity to make progress by: (paragraphs 10, 14, 16, 29, 32, 53, 86, 88, 91, 99, 138, 141)
- XLII. providing the same, broad, balanced and relevant curriculum for pupils in both classes to enable them to make at least satisfactory progress in all subjects of the curriculum;
- XLIII. ensuring that expectations are raised in the class where they are currently too low;
- XLIV. rigorous and regular monitoring of standards, written work and marking across both classes.
- XLV. Enable the headteacher to establish greater consistency in the quality of provision and the standards achieved across the curriculum by: (paragraphs 53, 56, 57, 64, 103, 112, 125, 130, 146, 151, 156)
- XLVI. providing subject co-ordinators with the skills and opportunities to formally and rigorously monitor standards and provision in their subject area;
- XLVII. using the outcomes of monitoring and evaluation to develop staff and the curriculum to raise standards further;
- XLVIII. involving governors in monitoring more closely the effectiveness of their spending decisions.

INTRODUCTION

Characteristics of the school

1. West Huntspill Primary School is a smaller than average size school of 131 pupils. Since the previous inspection, the number of pupils attending the school as a whole has remained almost the same. A significant change in the school since the previous inspection, is the presence of the Local Education Authority (LEA) Resource Base for Children with Autistic Behaviours. Four pupils, all with a statement of special educational need, attend the Resource Base on a full-time basis. Children enter the school in the September following their fourth birthday, attending part-time initially, but by the end of October, all attend full-time. At the time of the inspection, 15 children were still under five. Children enter the school with levels of skills and knowledge broadly in line with that usually found in children of this age. They make unsatisfactory progress in the Reception class and their attainments at the age of five, when they start National Curriculum work, are below average.
2. The school is situated in the village of West Huntspill, near Highbridge in Somerset. It serves a mixed rural and urban community on the edge of the Somerset Levels. Housing is mainly privately owned, although some is rented housing from the local authority. The school community reflects the racial characteristics of this area; 98 per cent of pupils are white and a very few pupils come from minority ethnic backgrounds. No pupil comes from a home where English is a second language, below the national average. Fifty-one per cent of pupils are boys and 49 per cent are girls. Pupils come from a very wide range of social and economic backgrounds, from privileged to markedly disadvantaged. Overall, however, the school population is neither significantly advantaged nor disadvantaged. Seventeen per cent of pupils are eligible for free school meals; this is broadly in line with the national average. The percentage of pupils with special educational needs is above the national average. Five pupils have a statement of special educational need, including those attending the Resource Base, and 51 pupils are entered on the school's special educational needs register.
3. The school's aims are to:
 - encourage and enable children to widen their language, both in written and oral forms, and encourage an appreciation of the richness and diversity of different literary forms;
 - encourage and enable children to develop sound mathematical concepts and skills, and to be able to apply these effectively;
 - encourage and develop the child's natural curiosity of the world through scientific study;
 - encourage children's self-expression through a variety of arts and crafts, whilst assisting them to become proficient in music, painting, drama and other creative activities;
 - develop an awareness of the rich, historical environment in which they live, to introduce to them the specialist skills of the historian and above all, to develop an enjoyment in the study of the past;
 - encourage children to develop physical co-ordination and self-confidence and to become aware of issues related to their own health and well-being;
 - encourage children to respect the religious views and/or moral values of others, and to promote tolerant and trusting attitudes towards those they work with.
1. The school's priorities are to:
 - fully implement the literacy and numeracy strategies and monitor classroom practice and the pupils' progress;
 - complete baseline profiles and use them to inform planning;
 - review the home/school agreement in the light of parent consultation;
 - produce an action plan for the school for the next three years, to include issues raised by the OFSTED inspection;
 - provide a stable, caring environment where individual needs are respected and where learning is

encouraged;

- provide an appropriate curriculum for children attending the Resource Base and integrate them as fully as possible with their peers;
- Monitor and review information and communications technology provision throughout the school.

1. The key issues from the last inspection were to:

- improve standards of attainment throughout the curriculum and find ways to even out the inconsistencies at Key Stage 2;
- seek ways to improve pupils' progress in mathematics and art;
- improve the quality of teaching by making better use of teachers' expertise and in-service training to build on the exemplars of good practice;
- ensure that there is a more consistent approach to the promotion of behaviour and discipline to prevent the small minority of pupils from disrupting the work of others;
- ensure that more effective use is made of assessment to inform planning and take steps to introduce a common marking policy;
- review whole-school planning with the aim of improving co-ordination, continuity and progression in pupils' learning;
- explore ways of ensuring that the leadership has a clear overview of the curriculum and that subject co-ordinators establish systems for monitoring the delivery of the curriculum in order to provide work which matches more closely the pupils' abilities, especially the high attainers;
- consider more formal ways for the governing body to monitor and evaluate the effects of expenditure and to assist the senior management in drawing up an effective school development plan for the next cycle;
- ensure that full account is taken of the health and safety matters within the body of the report.

• **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for

Year	Boys	Girls	Total
1999	11	12	23

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	9	10
	Girls	12	10	12
	Total	22	19	22
Percentage at NC Level 2 or above	School	96 (89)	83 (72)	96 (89)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	9	7	8
	Girls	12	12	12
	Total	21	19	20
Percentage at NC Level 2 or above	School	91 (89)	91 (89)	83 (100)
	National	82 (81)	86 (85)	87 (86)

.....

1

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2

Year	Boys	Girls	Total
1999	11	8	19

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	9	9
	Girls	7	7	7
	Total	16	16	16
Percentage at NC Level 4 or above	School	84 (55)	84 (59)	84 (64)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	9	10	8
	Girls	7	7	7
	Total	16	17	15
Percentage at NC Level 4 or above	School	84 (64)	90 (68)	79 (82)
	National	68 (65)	69 (65)	75 (72)

Attendance

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

		%
Authorised Absence	School	5.1
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	12
Satisfactory or better	84
Less than satisfactory	16

2

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

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Children enter the Reception/Year 1 class at the age of four with skills and knowledge in line with those usually found in children of this age. All make satisfactory progress in their personal and social development, and by the age of five, they meet the expectations of the Desirable Learning Outcomes in this area of learning. They make unsatisfactory progress in language and literacy, mathematics, knowledge and understanding of the world and creative development because of weaknesses in teaching and the curriculum provided for them. By the age of five, their attainments are below the expectations of the Desirable Learning Outcomes in each of these areas of learning. There is insufficient evidence to make a judgement about physical development. The appropriate standards achieved in the last inspection have not been maintained.
2. In judging the attainments of pupils in the National Curriculum assessments at the end of Key Stage 1 and Key Stage 2, the school's average National Curriculum points scores are used. These provide a more accurate picture of the pupils' attainments than simply calculating the proportion of pupils attaining the levels expected at the end of each key stage.
3. At the end of Key Stage 1, the pupils' attainments overall are broadly in line with the national expectations but are below expectations in writing. These findings present a similar picture to that described by the previous inspection. The 1999 National Curriculum assessments at the end of Key Stage 1 show that the average points score in reading is in line with the national average, but in writing and mathematics is below average. In comparison with schools with pupils from similar backgrounds, the school's results are below average in reading and mathematics and well below average in writing. The 1999 teacher assessments in science indicate below average performance by national standards and well below average performance in comparison with similar schools. The test results of the last four years show that standards are remaining broadly the same in reading and writing, but are rising slowly in mathematics. The tests also show that boys achieve higher standards than girls in writing and mathematics, but do less well than girls in reading. No such differences in attainment were evident during the inspection.
4. At the end of Key Stage 2, the pupils' attainments overall in the core subjects of English, mathematics and science are in line with the national expectations. Since the last inspection, the school's performance in the National Curriculum tests at the end of Key Stage 2 has improved very significantly in English, mathematics and science. In mathematics, the average points score in the 1999 tests is well above the national average and that of similar schools, whilst in English and science, performance is above both the national and similar schools average. These results indicate higher attainments in the tests than in work seen during the inspection. This is because in the spring and summer terms of 1999, the school used its additional 'booster' funding from central government very effectively, to prepare pupils for the tests, by using study guides, parental support and the support of a classroom assistant. The school intends providing similar support for pupils currently in Year 6. The results over the last four years show an uneven trend of standards falling sharply in 1997 but rising at a rate much faster than the national trend in the past two years. The results of the last three years also show that girls attain much higher standards than boys in English, mathematics and science, although during the inspection there was no evidence of differences in the standards attained by boys and girls.
5. Work seen during the inspection shows that at the end of Key Stage 1, standards are in line with expectations in English, mathematics, science and religious education but are below expectations in information technology. At the end of Key Stage 2, variations in standards from subject to subject and class to class remain an unresolved issue from the previous inspection and were also a cause for concern by some parents at the pre-inspection meeting. These variations are directly related to differences in the quality of teaching and the curriculum in these classes. Overall, however, standards are above

expectations in mathematics, in line with expectations in English and science, below in information technology and well below in religious education. Standards in writing, handwriting and presentation generally are below expectations at the end of both key stages.

6. Standards in literacy are not sufficiently high, because although reading standards are at expected levels at the end of both key stages, standards in writing are not sufficiently high. Pupils at the end of Key Stage 1 generally read accurately and with good understanding, but not always expressively. At the end of Key Stage 2, most pupils read competently and with expression. They show good research skills. Writing at the end of Key Stage 1 is usually extremely brief and uses a restricted vocabulary. Handwriting is poorly developed. All still use print-script which is inconsistent in size and spacing. At the end of Key Stage 2, spelling, punctuation and handwriting are very inconsistent, and overall presentation is poor. Although vocabulary is developed well in mathematics and science, there is insufficient planned development of literacy throughout the rest of the curriculum.
7. The pupils' attainments in numeracy are in line with the national expectations at the end of Key Stage 1. Most pupils count, read and recognise numbers to 100. They carry out addition and subtraction of two digit numbers and record their work accurately. Standards are above the national expectations at the end of Key Stage 2. Numeracy skills are used and consolidated effectively in geography and in science.
8. In science, the pupils' attainments are in line with the national expectations at the end of both key stages. Pupils' regular experience of investigative and experimental work enables them to show good understanding of experimental and investigative methods by the end of Key Stage 2.
9. Standards in information technology are below those expected at the end of both key stages. At Key Stage 1 this is mainly due to the pupils' limited experience of using technology to control events or the use of information technology based models to investigate options. At Key Stage 2, attainments are in line with expectations in one class of Years 4, 5 and 6 pupils, because they have good opportunities to develop skills and understanding but in the other class, insufficient opportunities are provided for using information technology and standards suffer.
10. In religious education, attainments are in line with the expectations of the locally agreed syllabus at the end of Key Stage 1 but are well below at the end of Key Stage 2. This is a result of unsatisfactory teaching and the failure to implement the syllabus in line with requirements.
11. Overall, progress is satisfactory at both key stages. This is closely linked with sound teaching at Key Stage 1, mainly good teaching at Key Stage 2 and the pupils' positive attitudes to learning. Pupils in Key Stage 1 make satisfactory progress in all subjects, with the exception of information technology, where they do not have experience of all aspects of the curriculum, and art, where skills and techniques are not adequately taught. Progress at Key Stage 2, whilst satisfactory overall, is too variable between subjects. Progress is good in mathematics and music, and is satisfactory in English, science, history and physical education. Unsatisfactory progress in information technology, religious education, art, design and technology and geography is closely linked with weaknesses in the curriculum provided. In information technology and geography, the planned curriculum is satisfactory, but it is not implemented adequately in one of the parallel classes of Years 4, 5 and 6 pupils.
12. In work seen during the inspection, there is no discernible difference in the rates of progress of boys and girls, either in lessons or over time. Pupils with special educational needs make satisfactory progress overall but good progress in Key Stage 1 because of the amount and good quality of support they are given by learning support assistants and the specialist teacher.
17. **Attitudes, behaviour and personal development**
13. Parents are pleased with the very positive attitudes of the pupils, and inspection findings are in full agreement with these views. Attitudes have improved since the last inspection. Pupils' good attitudes are shown in their high level interest and concentration in their work, other than occasionally, when it is not

well matched to their age or attainment level. Some pupils with special educational needs make good progress in extending their concentration. Even in lessons where teaching is less than satisfactory, pupils settle fairly quickly, although they can become fidgety when they are not challenged sufficiently. In many lessons, pupils listen attentively and are keen to answer questions. The capacity of pupils for personal study is satisfactory, but this is limited by the opportunities provided.

14. The behaviour of a small minority of pupils was a cause for concern at the time of the last inspection. The view of parents, that the school achieves high standards of good behaviour, is confirmed by the inspection findings. Measures taken since the last inspection have been very effective in achieving the improvement. Pupils are courteous, friendly and willing to talk to visitors. They are trustworthy and respectful of property, with no evidence of graffiti. There have been no exclusions in the past three years. Some parents of children with special needs have noticed an excellent improvement in their behaviour.
15. Relationships are good between pupils and with adults. Older pupils enjoy the humour of the teacher's comments, which adds interest to their literacy hour and mathematics lessons. The social development of children under the age of five is satisfactory. They settle quickly into the routines of school, have good relationships with adults and chat happily to each other about what they are doing. Pupils work well collaboratively when required, showing good co-operation in science, mathematics and physical education. Pupils are very respectful of the feelings of others and show much respect for their values and beliefs. Pupils spontaneously applaud the efforts of others, for example, in Key Stage 1 literacy and in physical education in Key Stage 2.
16. The personal development of pupils is satisfactory. Pupils' initiative and responsibility are limited by the opportunities available, but there is some personal research in history and religious education, and some independent working in Year 2. In physical education in Key Stage 2, pupils show sensible and helpful attitudes in setting out apparatus. When pupils attending the Resource Base are taught alongside their peers in the mainstream classes, they are welcomed and fully integrated. The pupils in Year 6 respond well to opportunities to take responsibility, as in fund raising, and looking after younger pupils.

21. **Attendance**

17. Attendance, at nearly 95 per cent, is satisfactory and is slightly above the national average. This shows an improvement since last year. There is no reported unauthorised absence and this is better than the national picture. Pupils are punctual at the start of the school day and for lessons. Attendance makes a satisfactory contribution to attainment and progress.

22. **QUALITY OF EDUCATION PROVIDED**

22. **Teaching**

18. The previous inspection reported teaching to be inconsistent throughout the age range but satisfactory overall, including good or very good teaching in 28 per cent of lessons.
19. This inspection finds that the quality of teaching overall is satisfactory, although there is still considerable variation between the stages. In the school as a whole, teaching is satisfactory or better in 84 per cent of lessons, good or better in 54 per cent and very good in 12 per cent. The proportion of good or better teaching has almost doubled since the previous inspection. In 16 per cent of lessons, teaching is unsatisfactory. For children under the age of five, teaching is unsatisfactory. At Key Stage 1, teaching is satisfactory and it is good overall at Key Stage 2.
20. The strengths of teaching for the under-fives are the well-established classroom routines, the quiet but firm discipline and a good working atmosphere. The main weaknesses in teaching are the lack of knowledge and understanding of how to plan for and provide a relevant curriculum for children of this age. In language and literacy development, the teacher's planning does not identify specific learning

objectives for children under five, and this results in them doing work that is not well matched to their particular needs. In many lessons, there is insufficient questioning, discussion or intervention by adults during the activities to develop children's ideas, skills, knowledge or vocabulary in a structured way, and this hinders learning. Creative activities are directed too much by the teacher and not enough opportunities are provided for children to express their own imagination and ideas.

21. At Key Stage 1, teaching is satisfactory in English, science, religious education and music but it is unsatisfactory in mathematics because of the lack of challenge, particularly for high attaining pupils. There is insufficient evidence to judge teaching in the other subjects of the curriculum.
22. The strengths of teaching at Key Stage 1 are the quiet, firm discipline, effective organisation of the pupils and good relationships that provide pupils with a positive atmosphere in which to learn. The secure subject knowledge of the teachers enables them to give accurate information and answer the pupils' questions well. A significant weakness in teaching at this key stage is the lack of challenge provided for high attaining pupils, particularly in the Years 1 and 2 class. On-going assessment is ineffective, and is not used to plan work that is well matched to the learning needs of all pupils in the class. In a mathematics lesson, for example, questioning and the task set did little to tax the mental capabilities of the high attainers. Learning objectives are not defined clearly in terms of what pupils will know, understand and be able to do as a result of the lesson. Vague learning objectives prevent teachers from checking whether the pupils have learned what was planned.
23. At Key Stage 2, teaching is good in mathematics, science and physical education and is satisfactory in English, history and music. Teaching is unsatisfactory in religious education because teachers have insufficient knowledge and understanding of the subject and do not cover the requirements of the syllabus. Teaching is unsatisfactory in art at both key stages because learning objectives are unclear and teachers do not teach skills and techniques.
24. Good management of behaviour and good relationships characterises almost all lessons at Key Stage 2. This results in a good working atmosphere in the classroom in which pupils are confident to ask and answer questions and consult the teacher if they need help, and as a result, their learning is promoted well. The teachers' knowledge and understanding is secure in a large majority of subjects, the exceptions being religious education and art. In most subjects, however, teachers give accurate information, and have sufficient background knowledge to ask probing questions that extend the pupils' understanding. Methods used by the teachers are never less than satisfactory and are predominantly good. The strategies and structure of the literacy and numeracy hours have been implemented effectively and in science, experimental and investigative lessons are used well to promote good understanding. Parents at the pre-inspection meeting were concerned that the quality of teaching is not consistent in the parallel Year 4, 5 and 6 classes, and inspection findings support their views. Whilst both good and unsatisfactory lessons occur in both classes, the overall rigour in the work provided and standards demanded is higher in one than the other. Differences in expectations have a direct impact on the standards that the pupils attain. Standards of presentation, handwriting, spelling and punctuation all vary considerably in written work and the differences in opportunity to use information technology result in sound standards in one class but low standards in the other. Marking is also inconsistent both in its regularity and quality. In one class it is detailed and helpful to the pupils, whilst in the other it does little to guide pupils about the strengths and weaknesses of their work or how to improve. Inconsistent teaching was highlighted by the previous report and insufficient progress has been made in rectifying the situation.
29. **The curriculum and assessment**
25. The quality and range of the curriculum provided is unsatisfactory at all stages throughout the school.
26. The curriculum for the under-fives is not planned appropriately to cover all of the areas of learning for children of this age. There is no structured, systematic approach to their learning to enable them to meet the Desirable Learning Outcomes by the time they are of statutory school age, and there is no provision for regular outdoor physical activity. These weaknesses in the curriculum and its planning result in unsatisfactory progress.

27. The curriculum is insufficiently broad and balanced at Key Stages 1 and 2. It includes all the subjects of the National Curriculum and religious education, although the locally agreed syllabus is not fully implemented at Key Stage 2 and pupils make unsatisfactory progress. At Key Stage 1, the controlling and modelling aspects of the information technology curriculum are not adequately covered. At both key stages, the school is in the process of implementing an adequate curriculum for design and technology based on the Qualifications and Curriculum Authority (QCA), scheme of work but currently the curriculum is narrow. In addition, pupils do not have equal access to the curriculum, as there are wide differences in the curriculum provided within the two, parallel Years 4, 5 and 6 classes. In one class, the pupils receive a broad and balanced curriculum, whilst in the other, the pupils receive a very limited geography curriculum, a heavily emphasised history curriculum of over two hours per week currently, and too few opportunities to develop their information technology skills through its use in other subjects. Provision for personal and social development is satisfactory at both key stages. Sex education is appropriately taught within the science curriculum, and pupils in Year 5 receive additional sex education lessons from the school nurse. When the need arises, class discussion time is provided, during which pupils explore personal and social issues.
28. The school has successfully implemented the literacy strategy and is currently implementing the numeracy strategy effectively throughout the school. Pupils have good opportunities to use their literacy skills, for example, in history, when writing diaries of the experiences of a sailor during the Spanish Armada. They have good opportunities to use their numeracy skills in science and geography.
29. The school made good use of additional funding in the spring and summer terms to boost the performance of Year 6 pupils in the National Curriculum assessments at the end of Key Stage 2. Lessons led by a learning support assistant and the effective use of study guides resulted in significantly higher attainments than in previous years in English, mathematics and science.
30. Curriculum planning is unsatisfactory. The previous inspection report drew attention to the need to provide schemes of work with sufficient detail for the mixed age classes. The school has recently adopted, or is in the process of adopting, schemes of work for some subjects based on models put forward by the QCA, and has undertaken a good level of work on these in order to adapt them to the school's needs. However, both the schemes and teachers' planning in the medium-term do not identify work for pupils of differing age or ability within the mixed age classes. This means that pupils are not always challenged sufficiently, and their continuous and progressive learning is not assured. Pupils are grouped by ability, particularly for English and mathematics, but there is very little evidence of this being used to provide differing levels of work for pupils of differing abilities.
31. There is an appropriate range of extra-curricular activities, which effectively enhances the curricular provision. These include country dancing, athletics, cricket, netball and football. The pupils also benefit from visits to museums and visits from theatre groups, which present plays such as the recent, 'The Wind in The Willows', to the whole school. Literacy and cultural development is promoted well by some visits, for example, pupils in Years 4, 5 and 6 worked with the English Shakespeare Company in a workshop studying 'A Midsummer Nights' Dream' and later in the week saw a production of the play in the theatre.
32. Overall procedures for assessment are unsatisfactory. The school carries out the local education authority baseline assessment procedures appropriately and the Reception class teacher makes good use of this assessment to set targets for children in literacy and numeracy. These targets and suggestions for work at home are shared with parents at parents evening. Since the previous inspection, the school has introduced spelling, reading and mathematics skills tests twice a year, and science assessments are carried out at the end of units of work. The school uses the information from the English and mathematics assessments effectively to target support for the low attaining pupils. The results are also used by the school to set reading and spelling targets for whole year groups, but the school does not use the assessment data to improve the curriculum in order to realise these targets. The school uses the Key Stage 1 National Curriculum test results to target pupils for additional literacy support and this is good. However, there is no moderated portfolio of work in any of the core subjects to support teachers in making judgements

about the pupils' level of attainment. The school has not analysed the information from the end of key stage National Curriculum tests to identify areas of weakness within the curriculum. There is little evidence that the school is using the very limited information it has on pupils' attainment to inform their planning. There are no records of achievement for pupils, which means that there is no way of easily monitoring improvements in the quantity or quality of pupils' work over time. There are no procedures in place for assessing any of the foundation subjects.

33. In the last inspection, the school was criticised for not making effective use of assessment to inform planning and this remains an area of weakness. Marking is not well used to assess pupils' attainments, inform pupils about strengths and weaknesses in their work or suggest how to improve it. In one Years 4, 5 and 6 class, too high a proportion of pupils' work is unmarked. Teachers make written evaluations of their lessons, but these are insufficiently focused on pupils' attainment, and are therefore of little value as a means of assessment or as a measure to improve the pupils' learning.

38. **Pupils' spiritual, moral, social and cultural development**

34. Provision for spiritual development is unsatisfactory. As religious education does not meet statutory requirements in Key Stage 2 and gives pupils few insights into the faith of others, it makes little contribution to pupils' development of tolerance and respect for the beliefs and values of others. The daily act of collective worship meets statutory requirements, but makes little contribution to spiritual development. Insufficient emphasis is laid on the religious festivals and customs of other cultures in Britain. Pupils are encouraged to explore their thoughts and feelings in discussions in some lessons, in a limited amount of creative writing including poetry, and in some empathic writing in history.

35. Provision for moral development is very good. From their earliest days in the school, pupils are taught the difference between right and wrong, acceptable and unacceptable behaviour. The very good initiative of the West Huntspill Bill of Rights, negotiated with staff and pupils, ensures that pupils are aware of their responsibilities as well as rights. School and classroom rules are negotiated at the beginning of the school year and are reinforced whenever the necessity arises. Pupils understand and approve of the system of rewards and sanctions, and take great pleasure in being selected as 'Student of the Week.' Care is taken to ensure that all pupils achieve this honour at least once in their school lives.

36. Provision for social development is good. The quality of relationships between pupils and between pupils and staff is greatly improved since the previous inspection. Older pupils help younger pupils with their reading on a voluntary basis at lunch-times. Awareness of wider responsibilities in the community at large is raised in the gathering of money for charities at home and abroad. The sale of offerings at the annual Harvest provides funds for the school to sponsor a child in a village in India. Pupils sing for the local senior citizens and welcome them into school to act as oral witnesses to local history.

37. Provision for cultural development is satisfactory. Pupils have good opportunities to work with visiting artists, actors, authors and illustrators. They understand and appreciate their own heritage through the school's involvement with the Nuffield History project. The school is aware of the need to give pupils experience of other cultures and faiths, but opportunities to do this in the general work of the school are limited. A good opportunity was provided when the school collaborated with two other small schools in a multi-cultural arts festival which involved experience of African and Caribbean art, costume and dance. The festival ended with a carnival procession, picnic and dancing to a steel band. Pupils study and try to emulate the work of famous artists, for example, Cezanne, Van Gogh, Pollock and Mondrian. Russian teachers have visited the school, spoken to the pupils about life in Russia and sang songs. The contribution of other cultures to mathematics, science and design and technology is underdeveloped.

42. **Support, guidance and pupils' welfare**

38. The provision for support, guidance and pupils' welfare is satisfactory and shows a good improvement since the last inspection, addressing the key issues of behaviour, health and safety successfully. Pupils are known well and a supportive environment for teaching and learning is provided.

39. There are insufficient procedures in place for monitoring the pupils' overall academic progress, particularly in terms of how well they are doing in the National Curriculum. There are sound procedures to test reading, spelling and mathematics, and these tests are used in conjunction with teachers' knowledge to identify pupils with special needs. The progress of these pupils is monitored well. Liaison with support agencies is good and includes speech therapy, social services and the school nurse. The procedures for monitoring personal development are informal but good, through class teachers with support from learning support assistants.
40. The procedures for monitoring and promoting discipline and good behaviour are good. The policy has been very effective in achieving very good improvements since the last inspection. Positive behaviour is reinforced with praise and acknowledged through 'Student of the Week' awards at each key stage, which involves the award of a trophy and the display of photographs. The headteacher monitors all classes and is in the playground daily. The positive ethos of the school promotes good behaviour. Incidents of poor behaviour are rare and bullying is not an issue, although it is taken seriously by the school, which has clear strategies to deal with it effectively.
41. The procedures for monitoring and promoting good attendance are satisfactory overall. The headteacher monitors registers half-termly, but on a day-to-day basis, some pupils do not have a mark against their name, in breach of requirements. Most parents contact the school when their child is ill, but where necessary, the school follows up absence and letters are also sent home to encourage good attendance.
42. Procedures for child protection and promoting pupils' well-being, health and safety are satisfactory. Child protection procedures are effective and follow local education authority guidelines. The headteacher takes overall responsibility and has good liaison with social services. Pupils are given satisfactory teaching to help protect themselves. Health and safety procedures are satisfactory and there are no concerns outstanding since the last inspection. The only current issue is the use of the playground by vehicles at the start and end of each day, a cause for concern of many parents. Previous action taken by the school has not resolved the hazard, although the school took prompt action to contact the local education authority following the parents' meeting, to find a more acceptable solution to the problem. The first-aid and medical arrangements are good.
47. **Partnership with parents and the community**
43. The school's partnership with parents and the community is satisfactory overall but whilst the strengths identified at the last inspection have been maintained, pupils' annual reports have deteriorated badly, a point fully acknowledged by the school. The quality of information overall is unsatisfactory because of this, however, the prospectus is good and comprehensive, and helps parents to understand the curriculum.
44. The termly newsletter is informative about curriculum events, but parents would like more information at the start of each term on the topics to be covered. In the last twelve months there has been a parents' workshop on literacy and a similar one is planned for numeracy. Parents are rightly critical of the annual reports which include a sheet of information on the curriculum, but do not meet legal requirements. There are no subject specific comments about the pupils' attainments and progress, and nothing to indicate what they need to do to improve. Informal information about pupils' work and progress is good, and the headteacher and teachers are very accessible through the 'open door' policy that operates. There are appropriate arrangements for more formal consultation with the school each term, at which attainment and progress are discussed.
45. Parental involvement in children's learning is good. The provision of homework is satisfactory, although a few parents find the provision inconsistent and are dissatisfied. Support from parents and friends in the school is very good. They feel encouraged to help and give it regularly in class with reading, art, making things, cookery and information technology. They willingly help with school trips and clubs. Parents are fully involved in the formal reviews of pupils with special educational needs each term.

46. Enrichment through links with the community is satisfactory. Visitors to the school and visits to, for example, a rural life museum and the Bristol Art Gallery, enhance the pupils' educational opportunities and promote learning soundly. The country dancing group performs in a variety of venues, from the village fete to a festival in Wells. There are good opportunities to develop an understanding of society and citizenship through helping to run the tuck shop and managing the supermarket voucher schemes. The garden enhancement has won an environmental award and pupils support a variety of charities well. Liaison with receiving schools is very good, and parents are appreciative of the school's sensitivity to the needs of pupils in transition. There is good liaison with the play-group on the school site, and this ensures that much is known about the children before they start in school at the age of four. The thriving parent/teacher association gives very good support both financially and socially with a variety of successful functions. It also maintains the minibus which is hired out to raise the funds to maintain it.

51. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

51. **Leadership and management**

47. The quality of leadership and management of the school are sound overall, although there is unsatisfactory leadership in setting a clear educational direction for school improvement and raising the quality of teaching. The school has made satisfactory progress overall in improving the weaknesses identified in the previous inspection report, although a number of important issues remain to be resolved. Pupils now make good progress in mathematics at Key Stage 2, and satisfactory progress in science throughout the school. Behaviour has improved markedly and is now very good, and the health and safety issues identified have been resolved effectively. Satisfactory progress has been made in whole school planning to introduce the literacy and numeracy strategies and these have been implemented effectively. Because of the emphasis on literacy and numeracy, and bearing in mind that this school is smaller than average, the inspection team judges it to have made satisfactory progress in reviewing and developing other aspects of curriculum planning. There is much still to be done, however, to bring planning in all subjects up to a satisfactory quality, especially in providing sufficiently challenging work for all pupils in the mixed age classes. The governors have significantly improved their involvement in monitoring and evaluating the school's work and the headteacher now has a clearer overview of the curriculum through the scrutiny of teachers' plans and the observation of lessons. The quality of development planning has improved soundly. The school has achieved notable success in improving the standards achieved in the 1999 National Curriculum assessments at the end of Key Stage 2. Of particular significance over the past two years, has been the highly successful establishment of the local education authority Resource Base for Pupils with Autistic Behaviours, the first in the county. This has taken much time and hard work from all involved, and now provides a very good education for the pupils attending.

48. Whilst the school has moved forward well in many areas of its work, it has made insufficient progress in others. There is still much to do to irradicate the inconsistency of provision and standards in the parallel classes for pupils in Years 4, 5 and 6, and has not made sufficient progress in ensuring that in the mixed age classes, pupils of all ages and abilities are provided with consistently challenging work. The role of co-ordinators in monitoring standards and provision is still underdeveloped. Assessment procedures and the use of assessment to guide the planning of the curriculum are still unsatisfactory. There has been some slippage in the standards that pupils achieve and in the quality of education provided, for example, the quality of provision for children under the age of five is now unsatisfactory and this adversely affects progress. There has been a deterioration in standards in religious education at the end of Key Stage 2 and in information technology standards throughout the school. Progress in design and technology is still a weakness.

49. Since the previous inspection, the school has clearly demonstrated that it is capable of bringing about major improvements and innovations in the areas that it gives high priority, for example, improving standards and developing provision for literacy and numeracy. Overall, the school has satisfactory capacity for further improvement.

50. The headteacher provides sound leadership for the staff, pupils and parents, and has established a caring, friendly, family atmosphere in which all pupils are known as individuals. The headteacher is taking an

increasingly systematic approach to implementing national and other initiatives. Of particular success has been the use of additional central government funds to improve the attainments of pupils in the Key Stage 2 National Curriculum tests, the improvement of behaviour and the development of the Resource Base. The headteacher does not, however, have sufficiently clear focus on the achievement of consistently high standards in all aspects of the curriculum and providing equality of opportunity for all pupils to make progress.

51. The governing body is led well, and has many members who use their skills and experience for the benefit of the school. Governors are interested in and supportive of the work of the school. They have significantly increased their monitoring and evaluation role since the previous inspection and are starting to hold the school to account for the standards achieved, the quality of education provided and the effectiveness with which it uses its financial resources. The governors are fully involved in development and budgetary planning, and monitor expenditure carefully. Their evaluation of the school's success in achieving its development priorities is, however, underdeveloped, and requires greater rigour from governors to check that developments have a positive impact on the pupils' learning. The school largely complies with statutory requirements, although it does not fully implement the National Curriculum for information technology or the Somerset Agreed Syllabus for religious education. In addition, reports to parents on the pupils' progress fail to meet requirements and the annual governors' report to parents has a number of technical deficiencies. The school achieves mainly satisfactory success in implementing its aims, values and policies.
52. The monitoring and support of teaching and curriculum development have improved since the previous inspection, but are still unsatisfactory overall. The headteacher has increased the amount of monitoring carried out, in particular to check on the implementation of the literacy strategy. This has proved worthwhile in identifying strengths and weaknesses in literacy teaching and has led to curriculum changes and support for teachers. The role of subject co-ordinators, however, in monitoring, evaluating and supporting work in their subjects remains underdeveloped, as it was at the time of the previous inspection. This lack of opportunity and influence adversely affects the school's progress in providing a curriculum that matches the needs of all pupils of all in the mixed age and mixed ability classes.
53. Development planning is satisfactory. The school identifies relevant priorities for improvement, takes the necessary action to bring these about and allocates funding appropriately to support the achievement of these goals. The school reviews its progress towards its intended goals, but measures for gauging success are not sufficiently focused on the extent to which pupils improve their learning and attainments.
58. **Staffing, accommodation and learning resources**
54. The school has sufficient, appropriately qualified and experienced teachers who collectively have appropriate expertise to meet the demands of most subjects of the National Curriculum. Overall, however, there is insufficient expertise in teaching art, design and technology and religious education, and as a result, progress is unsatisfactory in all of these aspects of the curriculum. There is also insufficient expertise to make adequate provision for children under the age of five. The school has a good number of experienced and effective educational support staff who provide good quality support, which has a very positive impact on the pupils' learning. Arrangements for the professional development of all staff are satisfactory. Whilst there are weaknesses in expertise in some subjects, and for the under-fives, the school has not focused its priorities in these areas, concentrating mainly on literacy and numeracy development for the past two years. Arrangements for the support and induction of teachers who are new to the school are sound and there is good support for students during their teaching experience in school.
55. The school's accommodation is sufficient for the effective delivery of the curriculum. Classrooms in the main building are of adequate size and the temporary classrooms provide satisfactory accommodation. Good use has been made of space to create an attractive library and food technology area. There is adequate hard surfaced play space outdoors for pupils to play at break times, and this is also suitable for some activities in physical education. The school has no secure outdoor area for the under-fives, and this inhibits opportunities for them to have access to regular outdoor play. The school has no field on site, but makes use of one nearby. The accommodation of the school is enhanced by the presence of an outdoor

swimming pool that is used by pupils throughout the school. It is rare for any pupil to leave the school without having attained the minimum requirements of the National Curriculum. A significant change in accommodation since the last inspection, has been the development of a very pleasant garden area that has won an environmental award from the district council. This is used as a quiet area by pupils at break times. There is no evidence of vandalism and the whole school is very well cared for by the caretaker, cleaner, staff and pupils. Satisfactory use is made of displays to enhance the environment, celebrate the pupils' work and act as a resource for learning.

56. Learning resources are generally satisfactory in quantity and quality, and those for use during literacy hour are good. The school has a limited range of resources for history and in art, the absence of multi-cultural artefacts inhibits work in this aspect of the subject. Satisfactory use is made of the local community to promote learning in history, geography and religious education.

61. **The efficiency of the school**

57. The school uses its financial resources to provide a satisfactory quality of education for its pupils and to promote sound progress overall. There are still a number of weaknesses in the school's provision, but overall, it has made satisfactory improvement since the previous inspection.

58. Procedures for financial planning are good. The budget is closely linked with the school's development plan. Appropriate levels of funding are allocated to enable educational developments to be effectively supported, as for example, in the implementation of the literacy and numeracy hours, which have required increased resources, training and monitoring for their successful implementation. The governors are fully involved in the budget setting process.

59. The quality of financial control is good. The most recent audit report identifies a number of improvements that should be made, and the school has already taken the necessary action to address them all. The school works to a clear set of financial procedures in which responsibilities and limits of spending are appropriately defined. Expenditure is monitored very carefully against the budget plan by the administrative staff, the headteacher and the governors. Through the diligent work of the administrative assistant, the school is careful to purchase goods and services at competitive rates, as for example, the purchase of consumable items such as paper. Good value is also evident in the leasing agreement that the school has entered into, to substantially improve its information technology equipment. Since the previous inspection, the governors have become more involved in monitoring the effectiveness of their financial decisions by scrutinising the National Curriculum assessment results, and they are starting to evaluate their financial decisions by such questions as ' what effect did spending on X or Y have on the pupils' learning. The quality of school administration is good. This effective support makes a valuable contribution to its smooth running on a day-to-day basis.

60. Resources, accommodation and staff are generally used soundly to promote the pupils' progress. Learning support assistants are used very effectively, to support pupils with special educational needs and low attainers in classes, and to promote their reading when they are withdrawn for small group tuition. When supported in these ways, pupils make good progress. Resources for information technology are not always sufficiently used at present in some classes.

61. In deciding about the value for money that the school provides, the following factors are taken into account. In relation to the average funding it receives and the average attainment of pupils on intake, the school achieves broadly average standards, very good behaviour, good attitudes and relationships and provides a mainly acceptable quality of education. Whilst there are weaknesses in both teaching and the curriculum, overall, having regard for the above factors, the school provides sound value for money.

66. **PART B: CURRICULUM AREAS AND SUBJECTS**

66. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

62. Children are admitted to the Reception class in the September following their fourth birthday. They attend part-time initially but by the end of October, all children attend school on a full-time basis. Most children attend the play-group on site and visit the Reception class once a week in the term prior to starting school. There are several meetings for parents to inform them of the Reception class organisation and the work the children will undertake. They also receive a useful 'Welcome to Huntspill' booklet. From the results of baseline assessment, undertaken soon after children start school, attainment on entry is judged by inspectors to be at the expected level of children of this age, across all the areas of learning. Under-fives join a class of Year 1 pupils in a large, airy classroom.

63. Children, including those with special educational needs, make satisfactory progress in their personal and social development, but unsatisfactory progress over time in language and literacy, mathematics, knowledge and understanding of the world and creative development. By the time the children reach statutory school age, they are below the expectations of the Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world and creative development. They meet expectations in their personal and social development. There is insufficient evidence to make a judgement about physical development. The appropriate standards achieved in the last inspection have not been maintained, and the school has not put plans in place to develop children's skills in a structured and systematic way. Curricular provision is unsatisfactory. The school does not provide appropriately for the needs of this age group through a clearly defined Early Years curriculum, based on the nationally agreed areas of learning.

68. **Personal and social development**

64. Children enter school with personal and social skills in line with those expected for their age, and they are on course to meet the expectations of the Desirable Learning Outcomes in personal and social development on their entry to statutory education at the age of five. Their progress is satisfactory overall, but there are insufficient opportunities for children to develop independence, in selecting and initiating ideas or solving practical problems. They have good relationships with their teachers and each other; their behaviour is always good. They are willing to take turns to speak to each other or the teacher. They work co-operatively in groups and pairs, for example, when setting the table for the teddy bears. They sustain concentration and sit well in whole-class sessions, although they lose concentration when the work is not at an appropriate level. Children share resources fairly and treat property with care, for example, when using the fish in their water play. The teaching is satisfactory for this aspect of their development. The teacher establishes sound classroom routines, quiet but firm discipline and a good working atmosphere.

69. **Language and literacy**

65. Children speak confidently to adults and each other. They listen well to the teacher during literacy sessions, even when the content is not well suited to their needs. They are keen to answer questions and do so at a simple level. They are developing positive attitudes to reading. Most know how books work and some understand that print carries meaning. The high attaining children recognise words in familiar texts but make limited use of their phonic skills to support their reading. In writing, the high attaining children are beginning to copy under the teacher's writing. Most children copy over the teacher's writing however, there is no evidence of children attempting to make marks or write on their own in any way. Letter formation is not well developed. Most children are unlikely to meet the recommended outcomes for children at the age of five, and their progress is unsatisfactory overall. The teaching of language and literacy is unsatisfactory because, although literacy sessions are appropriately organised and managed in this mixed Reception/Year 1 class, the main thrust of the teaching is directed at Year 1, and there is insufficient focus on the needs of the under-fives. The teacher's planning does not clearly identify the learning intentions for children in a sufficiently specific manner, and this limits the progress of all

children, as the work is not sufficiently targeted at their needs.

70. **Mathematics**

66. Most children count to twenty, with support, in the whole-class sessions. They recognise numerals to six, and a few higher attaining children have some understanding of the concept of 'more than', for example, they know that four is more than three. High attaining children sort and match objects using a variety of criteria. Most carry out one-to-one matching through a variety of practical activities. Some children recognise simple two-dimensional shapes such as squares and circles. They use vocabulary such as 'fat' and 'thin' appropriately. However, most children are unlikely to meet the recommended outcomes by the time they reach statutory school age as there is limited questioning during the activities to develop their knowledge and understanding and a lack of planning for children of differing attainment in order to meet their specific needs. This means that children do not make the progress over time of which they are capable. The teaching is unsatisfactory overall due to a lack of appropriate planning and effective questioning of children. Satisfactory aspects of teaching include well-managed lessons, well-prepared resources and the appropriate content of some practical activities.

71. **Knowledge and understanding of the world**

67. Most children are unlikely to meet the recommended outcomes by the time they reach statutory school age and they make unsatisfactory progress overall. This is due to limited questioning within the lessons to develop their skills, knowledge or vocabulary in a structured way and the content of the lessons is directed mainly at the needs of the Year 1 children. However, despite this, children are learning to use the computer keyboard and mouse to create shapes on the screen. Some high attaining children know that they see by using their eyes and that their eye is made up of more than one part. Some know that they have eyelashes and eyebrows. Some recognise common fruits such as kiwi and bananas. Most children demonstrate sound manipulative skills in handling small pieces of jigsaws to create a picture or imprint play dough. They know the difference between hard and soft and rough and smooth. The teaching is unsatisfactory because the lessons are planned for Key Stage 1 pupils and not for the under-fives and there is a lack of clarity in the expected outcomes of the tasks directed at them.

72. **Physical development**

68. No physical education was seen during the inspection therefore no judgement can be made on children's attainments. The children do not use the outdoor area on a regular basis to develop their physical skills or satisfy their need for frequent physical activity and this is unsatisfactory provision. Their manipulative skills are at least sound; they handle pencils and construction materials with increasing control and co-ordination. They cut, stick and glue successfully.

73. **Creative development**

69. There are limited opportunities overall for children to use their imagination or express their own ideas through well-planned role-play or art activities. In their role-play, which is currently a home corner, the children make few gains in their learning because of the limited adult intervention in their play. In their art activities, the children mix their own paints successfully and use star shapes for printing. However, their finished work lacks form and there is limited creativity within the activity as a whole. The activities are too teacher directed and not enough opportunities are provided for children to express their own imagination and ideas. The learning objectives for the activities are not clear, and there are few effective interactions with the children to develop their ideas or facilitate exploration of the media. Children make unsatisfactory progress overall in this area of learning and are unlikely to meet the recommended outcomes by the time they reach statutory school age.

74. **The Resource Base for Pupils with Autistic Behaviours**

70. Since the previous inspection, the school has developed a local education authority Resource Base to provide for the education of pupils with autistic behaviours. This is the first in the county, and serves a wide area. The four pupils, all with a statement of special educational need, attend the Base full-time. One of the central aims of the Base is to integrate the pupils into mainstream classes when they are ready to do so, and to teach pupils in the Base until that time.
71. The Base provides a high quality of education for the pupils, who make generally very good progress academically, socially and personally. These very good outcomes for pupils are a direct consequence of the very good quality teaching and high quality of support that they receive from the teacher in-charge and the three learning support assistants. Inspection findings fully support the views of parents, who firmly believe that the Base enables their children to progress well. The development of some pupils is rapid, enabling them to be integrated into a mainstream class with considerable success.
72. The pupils respond, in the main, very positively to the support they receive and increase their levels of concentration well. Teaching is of consistently very good quality. A strong and hardworking team of teaching and support staff provide consistently high quality provision for these pupils. Staff show advanced levels of knowledge and understanding of the specific learning needs of individual pupils, and an equal understanding of strategies to help them learn. A particular strength of teaching is the exceptionally detailed individual planning for pupils which defines clearly the next learning, social and behavioural steps the pupil needs to take. These plans guide staff in selecting appropriate activities, methods and resources to help the pupils make progress. Staff give caring, sensitive support to pupils, knowing when to keep a pupil on task and when there is a need to change the focus, for example, by providing time to play outside following intensive work on literacy or numeracy. Relationships with pupils are excellent. The support provided when a pupil is integrated into a mainstream class is of equally high quality. Particular strengths are close liaison with the class teacher, one-to-one support when necessary, but sensitivity to the need to provide the pupil with increasing independence from support.
73. Pupils follow the National Curriculum and religious education at a level appropriate to their individual needs, and the team of staff are working successfully to implement the school's strategy for teaching literacy and numeracy. Assessment is of high quality. Individual education plans are exceptionally thorough and detailed documents, which define precise learning targets for pupils. Progress against the targets is constantly reviewed by all staff to enable the curriculum to be matched closely to what pupils need to learn or reinforce next. Overall, the use of information technology to support pupils' learning is good.
74. Pupils are cared for well. Staff know them very well as individuals, monitor their development in fine detail, and support them very effectively. Links with parents are strong, with daily exchanges of information through the home/school book. Parents appreciate the information they receive, and staff appreciate news from parents about what the children are doing at home.
75. The work of the Base is very well led and managed by the teacher in charge. A real sense of teamwork amongst the staff is evident. The contribution of learning support assistants is highly valued, as can be seen in the roles they have in planning, assessing and supporting pupils, recording their achievements and communicating with parents. Development planning is effective. The plan identifies clear and relevant targets, and appropriate action is taken to enable them to be achieved. Outside agencies, such as, speech therapy and educational psychology services, provide good quality support and guidance to staff, for example, by suggesting strategies for communication, and this makes a positive contribution to the pupils' learning and development. The success of the Base is also attributable to the management support of the headteacher and governors, and to the positive attitudes of all staff in the school to integrate the Base into its overall provision.
76. Teaching and non-teaching staff are suitably qualified and experienced for the roles they undertake. All staff work exceptionally hard and spend a very high proportion of their time teaching, supporting or supervising the pupils. Current staffing levels are only adequate to meet the needs of the pupils supported by the Base, and for a very large majority of the time the staff are fully stretched. Particularly demanding pupils occupy very considerable amounts of staff time on a one-to-one basis. Information technology to

support the administration of the Base is not used as well as it might be to ease some of the workload on the staff.

81. ENGLISH, MATHEMATICS AND SCIENCE

81. English

77. The results of the 1999 National Curriculum assessments at the end of Key Stage 1, show that the average points score in reading is in line with the national average, but below that of similar schools. In writing, the average points score is below the national average and well below that of similar schools. This is because considerably fewer pupils achieved Level 3 in either reading or writing, than in the country as a whole.
78. Results at the end of Key Stage 2 in the 1999 National Curriculum tests were a vast improvement on previous years and were achieved through the effective support of classroom assistants and the use of study guides in the spring and summer terms. The average points score in English was above both the national average and the average for similar schools. Girls generally do better than boys in the assessments at both key stages, although no such difference is evident in their current work.
79. In work seen during the inspection, the pupils' attainments are broadly in line with the national expectation at the end of both key stages, although writing is below expected levels. Listening skills are good. Pupils demonstrate their effective listening skills in the answers they give to the questions teachers ask at both key stages. Pupils at the end of Key Stage 1 speak confidently and clearly, usually in single words and phrases, but rarely in sentences unless prompted by teachers. At the end of Key Stage 2, there are a few good, articulate speakers. Pupils effectively use the opportunities offered in discussions in lessons, at assemblies and in school productions. There are, however, few opportunities for formal debate in Key Stage 2.
80. Standards in reading are generally in line with the national expectations at the end of both key stages. Pupils at the end of Key Stage 1 generally read accurately and with good understanding, but not always expressively. High attainers use a variety of strategies to help them work out unfamiliar words and appreciate the humour in the texts they read. They recognise their own errors and correct them. Average attainers have a satisfactory knowledge of sounds, but do not always apply this to building up words. Low attainers read hesitantly and need much prompting. Most pupils use index and contents pages effectively, but research and library skills are insufficiently developed. At the end of Key Stage 2, most pupils read fluently, accurately and expressively with good understanding and enjoyment. Few look for meaning beyond the literal, but discuss preferences in books thoughtfully. They have good research and library skills that extend to using CD-ROMs and the Internet to search for information. Low attainers read slowly but accurately, although the lack of fluency restricts their comprehension and enjoyment. They generally make good use of their knowledge of sounds and clues in the pictures accompanying the text.
81. Standards in writing are below the national expectation at the end of both key stages, and this is not helped by the poor standards of handwriting and presentation throughout the school. At the end of Key Stage 1, most pupils correctly mark sentences with full stops and capitals. High attainers suggest brief, but complete, sentences, for example, when describing a doll's house. At the end of the key stage, handwriting is poorly formed. All still use print-script, which is inconsistent in size and spacing, and with much confusion between upper and lower case characters. The examination of the pupils' past work reveals little evidence of work on the study of books, authors, story structure and characterisation, and pupils write using a very restricted vocabulary. The pieces of writing produced are extremely brief. At the end of Key Stage 2, high attainers identify paragraphs, speech marks for direct speech, and most pupils suggest appropriate prefixes for changing the meaning of a sentence, for example 'happy/unhappy, do/undo.' Both high and low attainers successfully write short dialogues as the basis for a playscript. Most show a clear understanding of the events described in Anne Frank's diary in their response to questions and attempts at empathic writing. Most understand the use of commas in lists and for marking off clauses. They use dictionaries competently and confidently, but not often enough to correct the many

basic errors in spelling. Low attainers and pupils with special educational needs are very pleased with the new connectives they have learned from using a computer program, for example 'notwithstanding' and 'furthermore'. Standards in the parallel Years 4, 5 and 6 classes vary unduly. In one class, the work of high attainers is generally well spelt and well-presented. For other pupils, basic grammar and punctuation are used correctly, but presentation is poor. In the other class, spelling and punctuation are frequently incorrect and work is also badly presented. Few join up their handwriting and even then, the size and spacing of letters is inconsistent. The scrutiny of pupils' past work shows much which is unfinished and often undated. There is a very small volume and range of pupils' written work on display, much of it barely in line with the national average and well below this level in handwriting and presentation.

82. Although most pupils make satisfactory progress, there is some underachievement by high attaining pupils in both key stages. This is because teachers do not consistently match tasks to the pupils' differing learning needs. Rapid progress is made towards the end of Key Stage 2 due to the effective use of 'booster' classes and study guides. In Key Stage 1, teachers do not set tasks which reflect the differing age groups in mixed-year classes, and this slows progress. Most make good gains in the use of simple dictionaries but there is little difference in the work produced by average and above average pupils. Too much work is consolidation and reinforcement of knowledge, understanding and skills already acquired. Pupils with special educational needs and those with prior low attainment improve their reading, spelling and construction of sentences well due to the effective support of learning support assistants. There is no significant difference in the progress made by boys, girls or pupils from minority ethnic groups.
83. At Key Stage 2, most pupils make clear gains in the extension of their spoken vocabulary because of clear explanations. In one of the Years 4, 5 and 6 classes, most pupils make good gains in how the use of adjectives enhances the text. Pupils with special educational needs and low attainers make satisfactory progress in the knowledge and understanding of the visual differences between prose and playscripts. They make good progress in the knowledge, understanding and use of connectives and in spelling because of systematic teaching and supporting computer programs. Whilst the majority of pupils make satisfactory progress in reading, high attainers are insufficiently challenged in terms of a wider reading experience and more sophisticated discussion of books and authors. There is very little improvement in the standards of handwriting and presentation across the key stage.
84. Pupils generally have good attitudes to their work, although they show little pride in the finished product. At Key Stage 1, they listen well to their teachers and each other. However, younger pupils in the mixed-age classes answer few questions and many do not offer contributions. Most work independently, are well behaved and relate well to their peers. At Key Stage 2, most pupils are well behaved and attentive, but few answer questions or offer contributions to discussions. They move to activities quietly and without fuss, work well together in pairs and share ideas and suggestions. They generally concentrate well and persevere even when they find the task difficult. In one of the parallel Years 4, 5 and 6 classes, pupils settle to work well and are self-motivated to work hard. In the other class, pupils take longer to settle and concentrate less well.
85. The quality of teaching is satisfactory at both key stages, with many examples of good teaching at Key Stage 2. At Key Stage 1, teachers give good encouragement to put expression into reading to show understanding of the text. Lesson planning is generally clear but gives no indication of how tasks are adapted to the differing needs of pupils in these mixed age, mixed ability classes. This means that teachers' expectations are often inappropriate for the majority of pupils, who are often insufficiently challenged by the work they are given. Insufficient guidance is given on handwriting or presentation and time targets are not used sufficiently to sustain pupils' interest and effort. The quality of teachers' presentation of display work, their labelling of resources and their board writing, are unsatisfactory role-models for pupils to emulate. Teachers' marking rarely points out strengths and weaknesses in the work, or gives pupils suggestions on how to improve.
86. At Key Stage 2, in the best lessons, teachers make a particular effort to include all pupils, including those with special educational needs. They value all contributions and use them as teaching points and to generate further discussion. Lessons are generally well prepared and organised. Teachers have satisfactory and sometimes good knowledge and understanding of the subject, and encourage pupils to

expand their answers from single words or phrases. They make satisfactory use of praise and encouragement to build the pupils' confidence and self-esteem, and make effective use of classroom assistants to support the learning of pupils with special needs. Not all teachers, however, plan tasks which are suited to the differing needs of their pupils. The pupils' reading records have few useful comments from either the teacher or pupils, and are not used effectively to monitor or promote pupils' progress, by moving them on to more complex and challenging texts when necessary. Expectations are lower in one class than the other, and this is evident in the quantity and quality of written work produced and the regularity and quality of marking.

87. Although policy documents for the various aspects of English give useful guidance, these are not implemented consistently throughout the school. In particular the handwriting policy, which states that handwriting should be joined-up from Year 2, is not carried out. Although vocabulary is developed well in mathematics and science, there is insufficient planned development of literacy throughout the rest of the curriculum. Little use is made of drama and role-play, the only opportunities arising in religious education and history. The curriculum is enhanced well by visitors to the school, for example, The English Shakespeare Company, who worked with pupils studying 'A Midsummer Night's Dream'. Following this visit, the pupils went to the theatre to see the play. There are 'book fairs' twice a year and pupils are given the opportunity to work with authors, illustrators and the local librarian. Assessment procedures are adequate, but information is not used well by teachers to plan their subsequent lessons. The school targets set for literacy in 1999 were not sufficiently challenging and easily exceeded in both key stages. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development in the opportunities given for discussion, some group and paired work, and in the study of Shakespeare and the Globe Theatre. There are, however, insufficient opportunities for the study of literature from other cultures.
88. The literacy hour is implemented soundly and the co-ordinator and headteacher have monitored provision effectively. The governor designated with responsibility for literacy is satisfactorily informed of progress and development. Resources are good for the literacy hour, and adequate for the rest of the English curriculum. The library is well-stocked, with pre-twentieth century and classic children's literature represented, but there is little multi-cultural material. Reading texts for older pupils with special educational needs are not always appropriate to their age and experience. Improvement since the previous inspection is satisfactory.
93. **Mathematics**
89. Results of the National Curriculum tests for 1999 indicate that attainment at the end of Key Stage 1 is below the national average and below that of similar schools. The proportion of pupils achieving the expected Level 2 overall was above the national average but the proportion of pupils achieving the higher Level 2B or above was well below the national average. This is a similar picture to 1998. The trend over the last three years is of slightly rising standards in mathematics at Key Stage 1.
90. Results of the National Curriculum tests for 1999 indicate that attainment at the end of Key Stage 2 is well above both the national average and that of similar schools. This is a huge improvement on the 1998 results. The school considers that this is due to an able cohort of pupils in 1999, and also effective use of central government's 'booster' money that the school used to provide additional support and purchase study guides for English and mathematics. Pupils undertook much of the work from these at home with their parents.
91. Work seen during the inspection shows that standards at the end of Key Stage 1 are broadly in line with expectations. At the end of Key Stage 2, there are wide variations in the attainments of pupils in the parallel classes, but overall, attainments are above expectations. Pupils are not attaining such high standards as the 1999 cohort, as they are overall a less able group.
92. By the age of seven, most pupils count, read and recognise numbers to 100. They carry out addition and subtraction of two digit numbers and record their work accurately. The high attaining pupils double numbers within 40 and complete the two and five times tables. Low attaining pupils find difficulty with

the concept of place value. They carry out simple calculations using money. The high attaining pupils measure in standard units using a ruler whilst some low attaining pupils are confused about where on the ruler to start and some start to measure from the 30cm mark. Year 1 pupils measure accurately using non-standard units such as cubes. They count to 100 in whole-class sessions and some carry out simple addition of numbers to ten. Pupils in Years 1 and 2 make simple block graphs but there is no evidence that they interpret the data in any way. There is very limited evidence that pupils are given opportunities to select their own materials or equipment, discuss their work or explain their thinking to develop mathematical reasoning.

93. By the time they are eleven, many pupils work with numbers to 1000 using the four rules and are confident in calculating mentally using two digit numbers, for example, doubling 88. In one class they practise their multiplication tables very effectively through playing 'multiplication bingo'. They work out equivalence fractions and understand simple proportion. Most calculate the area and perimeter of shapes using centimetre squares and understand how to use co-ordinates appropriately. They know the vocabulary of probability and complete probability ratings for a wide range of simple situations, for example, 'There will be football on Sky TV tonight'. Low attaining pupils work with numbers within 100 using the four rules, understand how to use brackets appropriately, convert fractions to decimals and calculate area using centimetre squares. Pupils in Year 3 double and halve numbers within ten and sometimes beyond. They know odd numbers can be doubled but not halved, and add and subtract numbers within 1000. They measure using non-standard units and carry out investigations of odd and even numbers. They collect data, record it and create a bar chart. They make good use of the information technology program 'Counter' to record data and create a bar chart.
94. Progress is just satisfactory at Key Stage 1, due, in the main, to weaknesses in providing consistently challenging work for pupils with differing levels of attainment. Pupils are given too few opportunities to develop alternative strategies for their work or develop their mathematical vocabulary, due to the limited emphasis it receives. At Key Stage 2, progress is good in the Year 3 class and in one of the Years 4, 5 and 6 classes, the mathematics co-ordinator's class. It is only just satisfactory in the parallel Years 4, 5 and 6 class. Where pupils make good progress, it is due to good teaching that is well planned and has high expectations of what pupils can do. In these classes, pupils make good gains over time in their mental mathematics, from doubling single digit numbers and work on odds and evens, to doubling and halving large numbers and quick mental recall of multiplication facts. In the class where progress is barely satisfactory, the pupils' written work is limited, untidy and disorganised. Numeracy skills are used effectively in geography work on co-ordinates and in science when pupils make accurate measurements during experiments and at times use the data they have collected to draw graphs.
95. Pupils at Key Stage 1 concentrate well, join in with counting willingly, and sustain interest over time. They behave very well, even when the work is uninteresting. Most pupils at Key Stage 2 enjoy mathematics; they concentrate well and are eager to answer questions. They settle quickly to their written work and sustain concentration over time. In one Years 4, 5 and 6 class, there is an excited and enthusiastic response to all aspects of mathematics. Pupils sustain involvement in the lessons throughout and are disappointed when the lesson ends. In the parallel Years 4, 5 and 6 class, the older pupils respond well to the mental mathematics sessions but the younger pupils struggle as they find the work difficult. All pupils in parallel classes enjoyed the probability games and concentrated really well to complete associated tasks.
96. The teaching at Key Stage 1 is just satisfactory overall. At Key Stage 2 it is good and occasionally very good. All teachers are working well to implement the numeracy strategy, and all elements of the numeracy lesson are now firmly in place. The teachers' subject knowledge and understanding are sound at Key Stage 1 and good at Key Stage 2, where good use is made of subject specific vocabulary, and clear explanations of mathematical ideas are given. Expectations at Key Stage 1 are not sufficiently high, teachers do not provide sufficient challenge in the work for children who learn at different rates. At Key Stage 2, expectations range from sound to very high. For example, in one Years 4, 5 and 6 class, the teacher values all contributions the pupils make and ensures that appropriate questions are asked of all pupils across the ability groups. Her presentation is interesting and motivates pupils to do better. Planning is sound overall and follows the guidelines set out in the numeracy strategy, but there is insufficient planning within the group work part of the lesson for pupils of differing abilities. The

mathematics co-ordinator plans the mathematics lessons for both Years 4, 5 and 6 classes, thus pupils' entitlement is assured. Most teachers make good use of time although occasionally, the pace of the lesson is slow and pupils lose interest. Teachers manage pupils well in all lessons and maintain high standards of discipline. Effective use is made of resources, such as home-made games, number squares and multiplication bingo sheets, and in Year 3, information technology is put to good use in handling data. Little use is made of on-going assessment to inform planning, or to adapt planned lessons as a result of pupil response. Marking is not well used to assess where pupils are at in their learning, or to set targets for improvement.

97. The school uses the Numeracy Framework to deliver the mathematics curriculum and uses the format suggested for planning in the medium-term and weekly. The school now assesses pupils' mathematical skills twice yearly and intends to use this information to chart pupils' progress over time. There are, however, no other assessments in mathematics, no portfolio of moderated work to support staff in making judgements about attainment, and no analysis of the National Curriculum tests to identify areas of weakness and target improvement. Pupils now have individual targets for mathematics, but there is little evidence that these are referred to or are effective in motivating pupils to improve their work in the short-term. Parents support their children effectively with homework, especially their tables, and in Year 6 with the preparation for the National Curriculum tests.
98. The co-ordinator, who is very enthusiastic about her subject, has worked very hard to ensure the numeracy strategy is in place and provides a good level of planning for both Years 4, 5 and 6 classes. She has, however, limited time to carry out her monitoring role or provide support for colleagues, and this limits her ability to use her considerable expertise and very good teaching skills to influence the work of the school overall.
99. The school has made good improvements in the mathematics curriculum since the last inspection, both in terms of content and teaching. However, issues of marking and use of assessment to inform planning remain.

104. **Science**

100. The previous inspection found that standards were in line with the national expectations at the end of both key stages, and this position has been very largely maintained.
101. The results of the 1999 Key Stage 1 National Curriculum teacher assessments in science indicate below average performance by national standards and well below average performance in comparison with similar schools. These results contrast markedly with those of 1998 which showed that standards were very high in relation to all schools nationally and to similar schools. This variation is due to the variations in ability of the relatively small cohort of pupils each year, in which one pupil accounts for around five percentage points. Work seen during the inspection indicates that attainment at the end of Key Stage 1 is broadly in line with the national expectation overall, including experimental and investigative work, which was below expected levels at the time of the previous inspection.
102. The results of the 1999 National Curriculum tests at Key Stage 2 show that the pupils' attainments are above both the national average and the average for similar schools. These results are a considerable improvement on those of the previous year, and were brought about by very effective use of the school's 'booster' funds, giving support to pupils in Year 6 in preparation for the assessments. The 1999 results show that the proportion of pupils reaching the expected Level 4 rose sharply, but also show that almost a half of pupils reached the higher Level 5. The test results over the past four years indicate sharply falling standards between 1996 and 1997, but sharply rising standards for the past two years, at a rate much faster than the national trend. Results between 1996 and 1998 show that the performance of girls is considerably higher than that of boys, although no such difference was seen during the inspection. Work seen during the inspection indicates that standards at the end of Key Stage 2 are in line with the national expectations overall, but are above expected levels in investigative and experimental aspects of the subject.

103. Pupils make generally sound progress at Key Stage 1. They build on previous knowledge and understanding, and gain an increasingly wide vocabulary. Progress in experimental and investigative aspects of science is satisfactory due to the importance it is given in the curriculum. Curriculum planning at times inhibits satisfactory progress, as for example during the week of inspection when Year 2 pupils repeated work that they had previously completed in the previous class. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. High attaining pupils in Year 2 do not progress as well as they should because the work they are given is not sufficiently challenging enough. By the end of Key Stage 1, pupils know the main external parts of the human body, construct simple electrical circuits using wires, bulbs and batteries and understand that humans have senses that help them to be aware of the world around them.
104. Pupils make mainly satisfactory progress in Key Stage 2, but their progress in experimental and investigative science is good. This is a result of a strong emphasis on practical work throughout the key stage. Pupils in Year 3, for example, when investigating how well water flows through different types of soil, make predictions, show good understanding of the need to conduct 'fair tests', make accurate observations and draw relevant conclusions from their experiments. This good start in investigative work is continued through the rest of the key stage, and by Year 6, pupils plan, predict and carry out their own experiments using 'fair tests' and accurately record their findings. For example, they measure how much gas there is in a can of fizzy drink, and separate mixed solids such as rice, salt and peas. The pupils' understanding of scientific language develops well.
105. Pupils have good attitudes to their learning. They treat equipment and apparatus with respect. They show enthusiasm when designing experiments, clearly enjoy practical work and delight in their discoveries. They are conscious of safety factors. They sustain concentration in independent and group work, share resources and co-operate well with each other. Behaviour is generally good. Pupils are keen to record the findings of their experiments but do not show enough care in the presentation of their work.
106. The quality of teaching is satisfactory at Key Stage 1. Teachers have satisfactory subject knowledge and manage the pupils well. They plan activities effectively, but their learning objectives are weak, describing what pupils will do, rather than precisely what they will learn. Expectations are at times too low, as for example in a lesson for pupils in Years 1 and 2, where the teacher avoided using correct scientific vocabulary when talking about the differing parts of the eye. Also in this lesson, all pupils were set the same task which resulted in high attaining pupils being insufficiently challenged. Marking is superficial, frequently praises mediocre work and does not guide pupils in how to make progress. The quality of teaching is good at Key Stage 2. Teachers have good subject knowledge which enables them to use scientific language with confidence, and ask probing questions to extend the pupils' understanding. Lessons are planned well, with clear learning objectives and well thought out activities that promote the pupils' learning well. The emphasis on practical work requires good organisation, management of pupils and careful preparation of resources, but all teachers succeed well in providing these opportunities for the pupils. Expectations are generally high. Teachers do not underestimate the pupils' capacity to understand challenging ideas and language, or their ability to cope with independent investigative work. Teachers, however, do not have sufficiently high expectations of the standards of presentation in the pupils' written work.
107. The curriculum has sufficient breadth and balance at both key stages but at Key Stage 1 there are times when pupils cover the same work twice in successive years and this inhibits their learning. Assessment procedures are satisfactory overall, but are good at Key Stage 2 when structured end of topic assessment tasks are used. The subject makes a useful contribution to the development of numeracy skills through the recording of measurements and interpretation of data in investigative work. The co-ordinator has worked hard to increase her knowledge in the subject, organise resources and develop the curriculum. The role of the co-ordinator is underdeveloped, particularly in monitoring and evaluating the standards achieved and the quality of provision made. This is especially the case in Key Stage 2 because there have been no opportunities to monitor anything other than the teachers' plans. This weakness is identified within the development plan for the subject. Resources are satisfactory.

112. OTHER SUBJECTS

Information technology

108. No lessons were seen during the inspection, but the pupils' previous work was scrutinised, pupils were observed using computers and meetings were held with staff and pupils. This confirms that at the end of both key stages, the attainment of all pupils, including those with special educational needs, is below national expectations, a deterioration since the last inspection. Progress over both key stages is unsatisfactory.
109. Attainment at the end of Key Stage 1 is below the national expectations. This is mainly due to the pupils' limited experience of using technology to control events, for example the movements of a programmable floor robot, or the use of information technology based models to investigate options. Apart from this, pupils understand that instructions can be given to the computer via the mouse and keyboard. They use suitable programs to create shapes on the screen, and many know how to print their work. They use a spelling program effectively to support their work in literacy, and for this they use the keyboard and tool bar effectively. They know how to drag pictures across the screen by clicking with the mouse and arrow.
110. By the end of Key Stage 2, there are wide variations in the attainment of pupils in the parallel Years 4, 5 and 6 classes. Standards in information technology are satisfactory in one class and unsatisfactory in the other, because in this class, pupils have not used information technology to develop their skills across the strands of the curriculum. For example, some pupils know which program to use for specific tasks whilst others do not. High attaining pupils are familiar with a wide range of programs, find the work they have saved, explain how they have completed and used spreadsheets and their usefulness. They know how to organise information into a variety of graphical forms, for example, bar charts and pie charts, interpreting and analysing their results without difficulty. They confidently use another program to create a set of commands to draw a variety of shapes on screen. They use a publishing program to create Christmas Cards and easily access and use the Internet. In the parallel class, however, they have limited knowledge of the programs, and when, for example they try to create a set of instructions for drawing a shape on the screen, this is largely on a trial and error basis. They are unsure of which program will produce a spreadsheet. They used an encyclopaedia CD-ROM effectively, to extract information for their work in class. Pupils in Year 3 use a program to record data and create a bar chart. The teacher very effectively teaches the group how to use information technology to handle data.
111. Pupils have positive attitudes towards the subject starting in the Reception/Year 1 class. They clearly enjoy learning and gradually increase their skills, sometimes learning from each other. In some classes, where the teaching promotes enthusiasm for and confidence in the subject, there are high levels of motivation and interest. Pupils in the Years 4, 5 and 6 classes work on computers at lunchtime, and when doing so, use them with care.
112. The school uses the QCA scheme of work as a guide to planning information technology across the school, and there are indications that this, combined with good support from the co-ordinator, is encouraging staff to use information technology more effectively and that they are gaining confidence in its use. There is very limited teaching of groups in the use of programs or in the systematic development of subject-specific language, and this inhibits progress.
113. The co-ordinator has worked very hard to train herself in information technology and her success is obvious in the skills which her pupils have acquired. Through the network system, she can gain access to all the computers in the school, and through this, has immediate access to the work covered in each class. There is, as yet, no assessment of information technology. Resources for information technology are satisfactory. The school has used its funding well by entering into a leasing scheme to provide ten new multi-media computers plus other essential equipment, at a very reasonable cost.

118.

Religious education

114. Provision for religious education does not meet the requirements of the locally agreed syllabus. The pupils' attainments are in line with the recommendations of the Somerset Agreed Syllabus at the end of Key Stage 1, but well below at the end of Key Stage 2. At the time of the last inspection, standards were in line with expectations at the end of both key stages.
115. At the end of Key Stage 1, most pupils know that the Bible is in two parts – the Old and New Testaments. They know that the New Testament contains the teachings of Jesus and that there are several versions of the same story. They have good recall of the characters in the story of the Good Samaritan. Examination of the pupils' past work shows some evidence of covering required themes, such as Judaism, 'specialness', worship and community, but there is little evidence of the systematic teaching of themes in other religions.
116. At Key Stage 2, some high attainers know that the Old Testament is the holy book of the Jews and that Genesis is an account of the Creation. They know that Christians believe in Jesus as the Son of God, who died to save mankind and rose from the dead, but only one pupil can explain that the coming Millennium celebrates the birth of Christ. The examination of past work shows some reflective responses to poetry on the theme of remembrance. There are well-sequenced accounts of the lives and works of famous religious leaders, enhanced with pictures researched on a CD-ROM. However, there is very little evidence of the use of artefacts or of study of other faiths. Discussion with pupils makes clear they have low levels of knowledge or understanding of any religion other than Christianity. Because religious education is not taught regularly or systematically, tolerance and respect for the beliefs and values of others is underdeveloped. Considering that Judaism is the focused religion for this key stage, pupils' knowledge and understanding is very unsatisfactory and pupils can say very little. Nor is there any apparent awareness of how religious beliefs impact on the lives of believers, faith communities and societies today.
117. Progress is broadly satisfactory at Key Stage 1. Pupils make gains in the knowledge and understanding of the teachings of Jesus, but little progress in the knowledge and understanding of religions, beliefs and customs because planning is not fully implemented. Progress at Key Stage 2 is unsatisfactory overall. Although pupils gain knowledge and understanding of the lives of religious leaders and some increase in their knowledge and understanding of Christianity, they make little progress in the knowledge of religious beliefs and customs and how they apply to everyday life and society.
118. Pupils' attitudes to lessons in religious education are satisfactory at both key stages. At Key Stage 1, pupils are very quiet and well behaved, listening carefully to their teachers. Selected pupils are very pleased to be dressing up and acting out a story. At Key Stage 2, pupils are fairly attentive to their teachers and each other, but few put up their hands to answer questions or offer contributions. They very obligingly carry out tasks they are given but seem to have little real interest in religion, religious leaders or religious matters. In one class at the end of the key stage, examination of pupils' past work reveals a reasonable volume of work which is much better written and spelt and more perceptive than the other class.
119. The quality of teaching is satisfactory at Key Stage 1. Teachers have a pleasant approach and have no problems with management and discipline. Occasionally, lessons have a rather slow pace and the religious content gets lost whilst resources are organised. The examination of pupils' past work shows some poor marking and a lack of guidance for pupils. There is only superficial coverage of the topics mentioned in the scheme of work. Teaching is unsatisfactory overall at Key Stage 2. Staff have poor subject knowledge and understanding. Planning is very brief with no details of how work is to be adapted to differing abilities. Teachers give few opportunities for discussion because pupils have little background knowledge to build upon. Religious issues are not made clear and planning gives no indication that any progress will be made in religious knowledge and understanding. Whilst work on famous religious leaders gives account of their lives and works, too little emphasis is placed on developing the pupils' knowledge and understanding of religious and philosophical principles driving them.

125. The religious education policy gives a clear rationale and philosophy and states that the subject is taught according to the Somerset Agreed Syllabus. However, the policy is not implemented, and the subject does not meet statutory requirements. Assessment procedures are unsatisfactory. The subject makes little contribution to pupils' spiritual, moral, social and cultural development. Pupils have little knowledge and understanding of other faiths. The co-ordinator understands what is required to improve provision in the subject, but has neither the time nor the opportunity to develop the curriculum or monitor and evaluate standards and teaching. Book resources are adequate and there is a small selection of artefacts, which can be supplemented by loans.

125.

Art

120. Only two lessons were observed during the inspection. Judgements are therefore based on the scrutiny of teachers' planning, pupils' past work, and discussions with staff.

121. Standards at the end of both key stages are below the national expectations and have deteriorated since the last inspection. At Key Stage 1, pupils make people and pictures in wool, and use a computer to generate pictures. Painting in the style of Van Gogh is of low quality, and there is no other evidence of pupils studying the art and artists of European and non-European cultures. The sketchbook is not used as a means of experimentation, or for the development of skills and techniques. At Key Stage 2, some pupils with prior high attainment produce good closely observed drawings of plants. They make three-dimensional windows, using papier-mâché and make Tudor portraits and tiles. They work in the style of Mondrian, Pollock and Cézanne, and use their artistic skills to support learning in other subjects of the curriculum, for example history and religious education. Most work, however, is below the level expected for pupils of this age. Progress is unsatisfactory in both key stages and the presentation of the pupils' work is poor.

122. The quality of teaching is unsatisfactory at both key stages. The learning objectives for lessons are unclear, and lessons are over-directed by teachers and adult helpers. Teachers give little or no guidance on how pupils can develop skills and techniques, and are unclear about the purpose and use of a sketchbook as an aid to the development of knowledge, understanding and skills. Pupils are given insufficient opportunities for independent learning and creativity.

123. The subject makes an unsatisfactory contribution to spiritual and cultural development. Whilst the art policy has general aims for spiritual development, little is actually done to implement these aims. The work done for the Caribbean festival last year concentrated on the multi-cultural society in the West Indies, with little reference to Britain. Resources are adequate, but there is a lack of multi-cultural artefacts and this inhibits the study of art from other cultures. Pupils do have the opportunity to work with local artists, for example when making a warty sculpture of a 'whale' in the school garden. The use of numeracy in art is encouraged in perspective and measuring in Key Stage 2. There are no formal procedures for assessment.

124. The co-ordinator's role is underdeveloped in terms of monitoring and evaluating provision and teaching, as it was at the time of the last inspection.

130. **Design and technology**

125. Only one lesson was seen during the inspection. However, evidence from this, together with a scrutiny of the pupils' previous work and teachers' planning, indicates that standards achieved at both key stages are below expectations and pupils make unsatisfactory progress. Teachers have inadequate subject knowledge and their planning for the subject reflects this. The school is in the process of introducing an effective scheme of work based on the QCA model, and this should support teachers in providing an appropriate curriculum.

126. Pupils in Key Stage 1 use pictures to convey their design ideas and use sticky tape and split pins to join materials together. They do not reflect on ideas or suggest improvements and there is very little

connection between their design ideas and the products that they make. They use a very narrow range of materials and techniques to shape and join them.

127. In the lesson seen in Year 3, pupils created realistic designs of their sleigh for Santa which were clear, well labelled and matched the specifications set out by the teacher. Many had clear ideas of the materials to use and how to achieve an appropriate outcome. The pupils enjoyed this lesson and made good progress, mainly due to the teacher's good subject knowledge and appropriate expectations. In the Year 4, 5 and 6 classes, the 'fairy castles' made by pupils are very similar in appearance. There is no evidence of any design, labelled sketches or realistic suggestions about design intentions in any aspects of the work. The teachers' planning indicates a very limited knowledge of the subject requirements. No skills in designing or making are mentioned. No overall judgement on teaching can be made as only one lesson was seen during this inspection.
128. The co-ordinator has not been in post long, but has worked very hard to set up the food technology area within the school. She has also ensured that all resources are organised and well labelled, and this is good. However, both she and most staff have insufficient subject knowledge and limited training, and this will need to be addressed in order to improve curricular provision.
129. The school has made very little improvement in this subject area since the last inspection and provision remains a weakness.

135. **Geography**

130. Only one lesson was seen in geography, however, evidence from this, together with discussions with pupils, scrutiny of the pupils' work and teachers' planning, indicates that pupils at Key stage 1, including those with special educational needs, achieve expected standards and make satisfactory progress. Standards at Key Stage 2 are below national expectations and this is mainly due to lack of coverage of the geography curriculum in one of the Years 4, 5 and 6 classes.
131. Pupils at Key Stage 1 consider their journeys to school and draw up simple plans of their routes. Many label important landmarks such as the church and the local pub. They represent information on different types of home in graphical form. Some Year 2 pupils know the A38 and New Way Road border the school. They know that aerial photographs are taken from above, and through effective teaching, begin to develop a clear understanding of what can be seen from an aerial photograph. They recognise physical and human features of the locality such as the river, school building, fields and swimming pool.
132. Pupils in one Years 4, 5 and 6 class carry out a locality study of Kenya. They know about the climate and the main physical and human features, such as the slums of Nairobi. They know the main river is the Nile and Kenya lies on the equator. They compare Kenya with Britain and consider the main similarities and differences. They use four figure grid references to identify places using a map. Discussions with pupils from the parallel Years 4, 5 and 6 class revealed that they have very limited geographical knowledge or skills. Some knew that they had covered work on river pollution, but they knew little about this.
133. Pupils' attitudes to work were good in the one lesson observed. They were keen to participate and quickly settled to examining the aerial photographs. They were pleased when they recognised local features.
134. There is insufficient evidence to make a judgement on the quality of teaching overall, however, in the lesson seen, the teacher made good use of resources to support the lesson and gave clear explanations to focus on the geographical elements.
135. The school does not place sufficient emphasis on ensuring the appropriate coverage of geography in all classes, and therefore some pupils in Key Stage 2 do not receive their entitlement to the geography curriculum. The school is now using a scheme of work based on the QCA model, but unless it is

implemented across the school, it will not redress the current imbalance. The use of information technology to support learning is developing satisfactorily. The school makes appropriate use of the local area for geography fieldwork.

136. No judgement was made for geography in the last inspection, but the inconsistencies in coverage of the curriculum mentioned in the last report remain and continue to be a weakness.

142. **History**

137. Only two Key Stage 2 lessons were seen during the inspection period. However, evidence from these, together with scrutiny of planning and the pupil's previous work, indicates that the majority of pupils, including those with special educational needs, achieve the expected standards and make at least satisfactory progress across the school. At Key Stage 1, the standards of achievement reported in the previous inspection have been maintained. Standards have deteriorated at the end of Key Stage 2, as they were above expectations at the time of the last inspection.

138. By the end of Key Stage 1, pupils have gained a satisfactory sense of time passing through their work on Guy Fawkes. They know that he attempted to blow up the Houses of Parliament a long time ago and that the clothes people wore then were different. They know they did not have electricity, and were keen to explain that they used to chop people's heads off! Pupils in the Years 4, 5 and 6 classes develop a sound factual knowledge of the Tudor period. Through a study of the Spanish Armada, they learn about the conditions under which the sailors worked, and through their diary writing, convey some of their feelings about the sea battles taking place, for example, 'Panic is setting in'. They carry out appropriate research using a variety of source materials, including the use of encyclopaedia CD-ROMs.

139. There is insufficient evidence to make a judgement about the teaching of history, although evidence from the two lessons seen and the teachers' planning, indicate that the subject is allocated a satisfactory amount of time in one Years 4, 5 and 6 class but an excessive amount of time in the other. In the lesson seen in Year 3, the teacher made very good use of questioning to consolidate the pupils' learning and to make sense of new knowledge. This was less evident in the Years 4, 5 and 6 lesson, where the teacher made limited use of questioning to extend or increase pupils' knowledge and understanding.

140. The school has adopted much of the QCA scheme of work. The planning appropriately takes account of the mixed age groups through a four-year rolling programme of topics, but insufficient attention is given to the appropriate development of skills of pupils of differing ages or attainment. Some use is made of visits to support the history curriculum. For example, pupils have visited the British Museum for their work on Ancient Egypt. There are limited resources for the history curriculum. The co-ordinator, who has been in post for some time, has insufficient knowledge of the work undertaken at Key Stage 1, and has undertaken little monitoring of the curriculum to assess standards.

146. **Music**

141. By the end of Key Stage 1, most pupils know that music conveys mood and feeling and they enjoy the humour in the songs they sing. Almost all sing tunefully and enthusiastically, and follow the words and tunes in booklets with ease. They identify and repeat rhythmic patterns accurately and recite lyrics rhythmically. At the end of Key Stage 2, most pupils know that the eight notes in a scale make an octave, and show some understanding of how music reflects the character it is referring to, for example 'The Flight of the Bumblebee,' and the clockwork doll in 'Coppelia'. They correctly identify a range of percussion instruments and know how the slide of a trombone alters the pitch. More than half appreciate and recognise the difference between a minor and major scale during critical listening to 'Troika'. Beginners, in the lunch-time recorders club, know the notes, C, D, G and A, although there is a little over-blowing and some rather laborious tempo!

142. Pupils at Key Stage 1 make satisfactory gains in performing as an ensemble because of their frequent opportunities to practise. There is no difference in the progress made by boys, girls and ethnic groups. At

Key Stage 2, all pupils make good progress in creating 'sound images' and in performing as an ensemble. Those with prior high attainment make good gains in expressing in speech, their responses to a variety of music, because of well-structured lessons. Pupils with special educational needs and those with prior low attainment, make good gains in their skills of listening to and appreciating a variety of music.

143. Pupils are generally very attentive during music lessons, concentrating hard. At Key Stage 2, they enjoy both the music and the activities, especially when taking turns in pairs to play. They are eager to answer questions and volunteer contributions, working well together in pairs. They listen well to their teachers and each other, critically evaluating the performance of others and suggesting improvements. Occasionally, some grow bored during technical sections of the lessons.
144. The quality of teaching is satisfactory at both key stages. Teachers use taped music and programmes effectively, pausing when necessary to check and reinforce pupils' learning. They make great efforts to ensure the active participation of all pupils, and give brief opportunities for discussion of musical likes and dislikes. Planning is brief but clear, with learning objectives stated, but the assessment opportunities and strategies identified are not well defined. Teachers give good guidance on the correct playing of instruments and use the end of lesson summary to draw together the threads of learning. They have secure subject knowledge and understanding to draw pupils' attention to various features of music, for example glissando. The good relationships between teachers and pupils ensure there are no problems with management and discipline, and allow the use of humour. There is, however, insufficient emphasis on erect posture, correct breathing and clear diction when singing.
145. There is no programme of study or scheme of work for the subject, although a few teachers are currently experimenting successfully with a commercial scheme. There are learning objectives for each year group which show the progressive development of musical skills. Pupils have good opportunities for performing during assemblies and in school productions. The school welcomes visits from visiting musicians, including violinists and guitarists, and the steel band from the local secondary school enhances pupils' musical learning. There are no procedures for assessment, apart from an informal sampling during assemblies. The subject makes a satisfactory contribution to spiritual and cultural development through critical listening to a variety of music during lessons and at the beginning and end of assemblies. Provision and standards have remained largely the same since the previous inspection. The role of the co-ordinator is under-developed in terms of monitoring and evaluating provision and practice, because of a lack of non-contact time. Resources are adequate, with some instruments from other cultures.

151. **Physical education**

146. No lessons were observed at Key Stage 1, consequently no judgements can be made about progress, attitudes or teaching in this part of the school.
147. As at the time of the last inspection, at Key Stage 2, pupils make satisfactory progress in all aspects of the subject, and by the end of the key stage, achieve standards that are in line with those expected nationally. Pupils in Year 3 demonstrate appropriate levels of agility and control in gymnastics, devise creative sequences of movement in groups, and perform rolls, jumps and balances with confidence. Gymnastic skills progress well through the rest of the key stage. Pupils in Years 5 and 6 continue to perform with control, show good levels of tension and extension in their work and use a proper start and finish position in their sequences of movement. The range of gymnastic movements increases well, both in floor-work and on apparatus, with a good number of pupils showing confidence in performing in inverted or upside down positions. Linking movements are the least well-developed aspect of the pupils' work. Pupils also develop secure understanding of the short-term effects of exercise on heart rate and know how to test this. In swimming, the school reports that it is rare for a pupil to leave the school without being able to swim 25 metres unaided, competently and safely, and to meet the other requirements of the National Curriculum.
148. Pupils' attitudes to the subject and behaviour are good, and in some lessons are very good. They are eager to take part, follow instructions quickly, co-operate well with one another and work safely. Much good co-operation and collaboration occurs, for example, when pupils work together in groups to devise, refine

and perform sequences of movement in gymnastics. In these lessons, pupils frequently take care of one another, as for example when one of the group is attempting a high-risk activity on the apparatus, others are at hand in case they are needed to give support. Very positive attitudes are shown by pupils when others from the Resource Base participate in lessons. In one gymnastics lesson, for example, a pupil was so well involved by the group he was working with, that he became 'invisible' as a pupil with special educational needs.

149. The quality of teaching is good at Key Stage 2. Subject knowledge is secure and teachers have realistically high expectations of pupils' work. This is seen in the tasks pupils are set and the pace at which they are expected to work. Good planning provides a sequence of tasks that are well suited to the learning aims of the lesson and to pupils' attainment levels. Teachers give clear instructions, enabling pupils to know exactly what is expected of them. In gymnastics, teachers strike a good balance between instruction and demonstrations, and the time pupils are given to work on their own. Pupils are given much responsibility for their own learning and safety, and they respond to this well. Particularly effective teacher assessment occurs in the best lessons, where analysis of performance leads to individual, group or whole-class coaching for improvement. The health and safety of pupils are given due attention, although there are occasions when pupils are permitted to participate wearing jewellery and without long hair being tied back.

150. The breadth and balance of the curriculum is generally sound, and the pupils benefit from the on-site, outdoor swimming pool, which extends their opportunities for swimming. The subject makes a good contribution to the pupils' social development through the many opportunities for collaborative and competitive work that are provided. Assessment is unsatisfactory. There are no agreed criteria and no formal recording procedures. Extra-curricular activities are satisfactory, considering the small size of the school and the number of staff available to provide activities. Pupils participate in netball, football, cricket and athletics. Criticisms made by the parents about the lack of preparedness of pupils for a local athletics competition last year are accepted by the co-ordinator who has intentions to provide better preparation in the future. The co-ordinator, a subject specialist, is supporting the work of other staff satisfactorily, but she has no opportunities for monitoring or evaluating the standards achieved or the quality of teaching. Resources and accommodation are sufficient to promote progress.

156. **PART C: INSPECTION DATA**

156. **SUMMARY OF INSPECTION EVIDENCE**

151. A team of four inspectors spent a total of 11 days gathering first-hand evidence in school. During the period of inspection, 61 hours were spent observing full and part lessons, assemblies, registration sessions, extra-curricular activities, listening to pupils read and scrutinising their work. All full-time class teachers were observed teaching at least four times and some were seen considerably more often. Planned discussions were held with members of the teaching and non-teaching staff, the chair and members of the governing body. Inspectors looked at the written work of many pupils and informally discussed their work with them. A wide range of documentation provided by the school was analysed both before and during the inspection. Prior to the inspection, the Registered Inspector held a meeting attended by 23 parents.

157. **DATA AND INDICATORS**

157. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	131	5	51	22

157. **Teachers and classes**

157. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	5.4
Number of pupils per qualified teacher:	24.4

157. **Education support staff (YR - Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	75

157. **Financial data**

Financial year:	1998/1999
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	£
Total Income	253639
Total Expenditure	242134
Expenditure per pupil	1842
Balance brought forward from previous year	16590
Balance carried forward to next year	27095

Above financial information includes funding for the Resource Base for Pupils with Autistic Behaviours.

157. PARENTAL SURVEY

Number of questionnaires sent out:

132

Number of questionnaires returned:

76

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	57	12	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	39	1	1	0
The school handles complaints from parents well	25	50	22	1	1
The school gives me a clear understanding of what is taught	22	65	11	1	1
The school keeps me well informed about my child(ren)'s progress	40	55	4	1	0
The school enables my child(ren) to achieve a good standard of work	38	61	1	0	0
The school encourages children to get involved in more than just their daily lessons	29	49	17	4	1
I am satisfied with the work that my child(ren) is/are expected to do at home	34	62	3	1	0
The school's values and attitudes have a positive effect on my child(ren)	43	49	7	1	0
The school achieves high standards of good behaviour	36	51	13	0	0
My child(ren) like(s) school	58	41	1	0	0