

INSPECTION REPORT

ST DUBRICIUS C of E (VA) FIRST SCHOOL

Porlock

LEA area: Somerset

Unique reference number: 123837

Headteacher: Mrs S Kevan

Reporting inspector: Mr P Mathias
21945

Dates of inspection: 8 - 10 May 2001

Inspection number: 192494

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary aided
Age range of pupils:	3 to 9
Gender of pupils:	Mixed
School address:	Parson Street Porlock Somerset
Postcode:	TA24 8QJ
Telephone number:	01643 862249
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Barry Priory
Date of previous inspection:	10 - 13 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	Mr Peter Mathias	Registered inspector	Mathematics Science Music Physical education Equal opportunities	The school's results and achievements How well are pupils taught? How well is the school led and managed What should the school do to improve further?
09880	Mr Tony Comer	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
12116	Mrs Christina Morgan	Team inspector	English Geography History Special educational needs	How good are curricular and other opportunities offered to pupils?
24760	Miss Susan Barton	Team inspector	Information and communication technology Design and technology Art and design Foundation Stage	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 112 pupils on roll the school is smaller than most first schools. It is for boys and girls between the ages of three and nine years old. The youngest children attend the nursery on a part-time basis. Few pupils join or leave the school other than at the usual times of entry and transfer to the middle school. Children's attainment on entry to the reception class is about typical of children of this age and by Year 1 nearly all are ready to begin the National Curriculum.

Overall there are 24 pupils who are considered by the school to have some degree of special educational needs. This is just below the national average. There are six pupils at Stages 3 to 5 of the Code of Practice for pupils with special educational needs. This is above the national average. These needs relate to specific and moderate learning difficulties. Most pupils come from homes with a range of social and economic advantage and disadvantage. About 11 per cent of pupils are known to be eligible for free school meals which is about typical of schools nationally. There are no pupils who have English as an additional language.

HOW GOOD THE SCHOOL IS

St Dubricius is a good school which has made steady progress since its last inspection and is well placed to improve further. The quality of teaching is good in the Foundation Stage and in Key Stage 1, where pupils achieve well. The headteacher, staff and governing body are very committed to the school. The headteacher and governors have a strong sense of direction for the school's further development. In the most recent national assessment results for seven year old, results are generally above average except in mathematics which are below. From previous records these pupils achieved appropriately for them in mathematics and did well in reading and writing. Children enter the school with average levels of basic skills. Standards in classes in Key Stage 1 in English and mathematics are above average. In science standards are average. Within Key Stage 2 standards are above average in English and average in mathematics and science. Standards in history, geography, art, music and physical education are above expected levels at the end of Key Stage 1. In information and communication technology and design and technology standards are in line with expected standards. Within Key Stage 2 pupils are on the way to reaching expected standards at age 11 in information and communication technology, design and technology, history and physical education. In geography, art and music standards are above. Since the last inspection standards have improved in history, geography and art. In information and communication technology and design and technology standards are the same.

What the school does well

- The teaching is good, particularly for children under five and in Key Stage 1.
- Standards achieved at the end of Key Stage 1 are high overall.
- Pupils with special educational needs are well supported and make good progress.
- Pupils, particularly in Key Stage 1, have very good attitudes to school and behave well.
- The provision for children under five is good.
- Parents play an active role in the life of the school and rightly have very positive views of it.

- The governing body fulfils its responsibilities well and there is a clear and effective working relationship between the governing body and the headteacher.
- There are good levels of staffing and resources for learning including very well laid out grounds and play areas.
- The quality of accommodation is very good.

What could be improved

- Standards of presentation of pupils' work particularly within Key Stage 2, are not high enough and marking within Key Stage 2 is not sufficiently helpful to pupils.
- Subject co-ordinators do not have regular planned opportunities throughout the school to work alongside other teachers to review the quality of teaching and learning and the progress of agreed initiatives.
- The school does not use the information it has about the standards individual pupils achieve to raise standards by setting targets for them to achieve and making pupils and parents aware of what these targets are.
- Good quality teaching is not consistently found across the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in March 1997, the standards achieved by pupils, the quality of education provided by the school, the school's climate for learning and the leadership and management of the school were all good.

Since then the school has made good strides to improve and nearly all the key issues for action have been addressed successfully. Standards in the national assessments in English and mathematics have fluctuated between 1996 and 2000. This is due in part to the relatively small number of pupils who sit the test annually which causes an apparent wide variation in the school's average National Curriculum results. When compared to their abilities when pupils begin school, results are at least in line and often above the levels pupils could be expected to attain.

Standards have improved since the time of the last inspection in English, mathematics, history, geography, art and physical education. In music standards have improved steeply. They were low; now standards are above those expected nationally.

The headteacher and governing body have worked hard to assemble a school development plan which is closely linked to the school's budget and contains clear ways to judge its success. It now covers a three year period. There are now schemes of work for all subjects except art and the school is currently adopting national guidance documents to complete plans for what is to be taught, when and to whom.

There has been a review of the roles and responsibilities of subject co-ordinators for history, geography, music, physical education and information and communication technology. Within Key Stage 1 co-ordinators provide effective informal advice and guidance. However, co-ordinators do not regularly visit classrooms to look at the success of teaching and learning or to follow up initiatives they have helped to introduce across the school. As a result there are inconsistencies in approach and expectations for pupils. The school now complies in full with statutory requirements.

Since the last inspection the quality of teaching has improved, particularly for children under five and in Key Stage 1. The governing body continues to be an effective friend to the school.

The strong spirit of co-operation and care for pupils remains, the school is well placed to improve further.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	B	C	A	A	well above average A above average B average C below average D well below average E
Writing	A	D	B	B	
Mathematics	B	D	D	E	

This shows that standards in the assessments in the last three years in reading, writing and mathematics have varied. This is due to the different abilities of the relatively small number of pupils who sit the tests annually. In the most recent assessments, bearing in mind the starting points of these pupils, pupils achieve at least in line with what could be expected of them and many achieved well. Currently standards in classes suggest that in English pupils are on the way to achieving above average levels at the age of 11. In mathematics and science these pupils are on the way to achieving average results.

Standards in Key Stage 1 in English, mathematics, history, geography, art, music and physical education are high. In Key Stage 2 standards in English, geography, art and music are above those expected. Pupils achieve well in swimming.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good - pupils enjoy coming to school.
Behaviour, in and out of classrooms	Good - particularly good in Key Stage 1. Pupils apply themselves to their lessons and work hard. They are eager to please. There is a willingness to work co-operatively together.
Personal development and relationships	Good - pupils are well aware of their responsibilities. Younger pupils are mature and are able to work independently.
Attendance	Very good - above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Good	Satisfactory

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

The quality of teaching is good overall. The quality of teaching in English and mathematics is good. Teaching is particularly good in Key Stage 1 and for children under five where 74 per cent of teaching is good and 26 per cent is very good. Within Key Stage 2, 50 per cent of teaching is good, 30 per cent is satisfactory and 20 per cent unsatisfactory. The quality of teaching for children under five is carefully planned to give children good experiences appropriate to the Foundation Stage of their education. Teaching of children with special educational needs is good. Particular strengths in the teaching observed were: very good strategies to hold pupils' attention; bright and lively questioning so that pupils find the lessons interesting; very warm and expressive praise which encourages pupils to try even harder; very good subject knowledge and infectious enthusiasm. Areas for improvement are: to give pupils more opportunities to think things out for themselves and to be active rather than passive observers; increase the pace of learning and have higher expectations of what pupils can achieve both in the content and layout of their work and make pupils more aware of what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good - the curriculum for children under five is good. For pupils in Key Stage 1 and Key Stage 2 it is wide and interesting. There is good provision for clubs and some sporting activities for pupils of this age.
Provision for pupils with special educational needs	Good - well organised, staff are aware of the Code of Practice.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is very good; for cultural development is good and for spiritual development satisfactory. Not enough emphasis is given in all subject to the spiritual dimensions.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good as are procedures for personal support and guidance and for monitoring and promoting good behaviour. Procedures for monitoring academic performance are satisfactory. Not enough emphasis is given to setting individual targets for pupils and making them and their parents aware of these targets, on the basis of the information the school has available.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear sense of direction to the work of the school and has successfully maintained high standards of care and welfare of pupils. There is a strong sense of unity amongst all staff to raise standards further. Arrangements for the effective use of subject co-ordinators have improved since the last inspection but co-ordinators do not visit classes to review the quality of teaching and learning in their subjects and to ensure that agreed policies and practices are followed across the school.
How well the governors fulfil their responsibilities	The governing body is effective and well led and informed, for example, many governors visit the school regularly.
The school's evaluation of its performance	There are good procedures to judge the progress of different initiatives and there is a well established ethos of self-criticism.
The strategic use of resources	The school has well developed arrangements to judge the success of its spending which is linked closely to the school development plan. There is a good understanding of the principles of best value which are applied rigorously.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school. • My child is making good progress. • Behaviour is good. • Teaching is good. • I am well informed about how my child is getting on. • Staff are approachable. • The school expects my child to work hard. • The school works closely with parents. • The school helps my child to become mature and to be responsible. 	<ul style="list-style-type: none"> • My child receives the right amount of homework. • The school does not provide a sufficient range of interesting activities.

In response to the 112 questionnaires sent out 33 were returned. The evidence of the inspection confirms the parents' very positive views of the school. Parents feel well informed about how their children are getting on, but reports to parents lack sufficient detail about what pupils need to do to improve. Parents are not involved in the setting of individual learning targets for their children. Arrangements for homework are appropriate and there is a good range of interesting activities and clubs for children of this age. A meeting was held with the registered inspector and parents, five parents attended. On the whole they expressed positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards within the school are generally above average by the end of Key Stage 1 and pupils in Key Stage 2 are on the way to attaining average standards when they reach the age of 11 years. During the inspection there was no significant variation between the performance of boys and girls at either key stage, although in the 2000 national assessments girls attained much higher standards than boys.
2. In the 2000 national assessments at the end of Key Stage 1 standards were well above the national average in reading. Standards in writing were above average nationally. In mathematics standards were below average. When compared to schools considered broadly similar, results in reading were well above those for similar school. In writing standards were above those of similar school. In mathematics standards were well below these schools.
3. Since 1996 results in reading steadily declined from above average in 1996 to average in 1999. In the year 2000 the results rose to just above the 1996 level. In writing standards have been erratic being below in 1996 and above in 1997 and 1998. In 1999 results were below average. In 2000 results in writing were above. In mathematics standards between 1996 and 1998 were above the national picture but fell to below average in 1997 and 2000.
4. In all three areas results have not followed the national trend of improvement and have fluctuated. However, care should be taken when analysing these results because of the small number of pupils involved and the fact that recently the results at the end of Key Stage 1 have been influenced by the relatively low levels of basic skills some pupils had when they first began their education. Many of these pupils achieve at least appropriate standards for them, some achieve above.
5. Pupils enter the Foundation Stage with levels of basic skills which are about typical of children of this age. They make good progress and many by the age of five are well on their way to completing the stepping stones to the Early Learning Goals for children of this age.
6. Standards in English at the end of Key Stage 1 are above average in speaking and listening, reading and writing. Pupils within Key Stage 2 are well on their way to achieving at least average standards in English by the age of 11. Standards have improved since the time of the last inspection when they were average. Pupils speak confidently and listen carefully. They respect each other's views, some have a wide vocabulary.
7. Evidence from the current inspection confirms that at the age of seven, the majority of pupils are attaining standards in reading which are higher than those expected nationally. The most able pupils read fluently and expressively, and most pupils demonstrate enjoyment and interest in reading. Lower attaining pupils have good phonic knowledge and use this, along with picture and textual clues to tackle quite demanding text with confidence.
8. Standards of writing are above average throughout Key Stage 1 and pupils' writing generally reflects their wide vocabulary and good general knowledge. By the end of

Key Stage 1 pupils' knowledge of simple punctuation and correct sentence structure is well developed and regularly applied. Standards of spelling are more erratic. Teaching of word families and spelling patterns is a consistent feature of literacy lessons and most pupils show a sound knowledge and understanding when this is a focus of teaching. However, they do not apply this knowledge consistently in their own writing. Spelling is rarely corrected in pupils' books and mistakes are frequently repeated in subsequent pieces of work.

9. Within Key Stage 2, the generally high standards of writing are not consistently maintained. In particular standards of presentation and the quality of pupils' use of vocabulary are lower. This largely reflects the teaching, which provides limited opportunities for pupils' to be creative and to use their own ideas imaginatively.
10. In mathematics standards are above average at the end of Key Stage 1 and pupils within Key Stage 2 are on their way to achieving average standards at the age of 11. Since the time of the last inspection standards have risen from average to above average at the end of Key Stage 1. Within Key Stage 1 pupils make good progress in numeracy and apply their knowledge well. They are able to estimate accurately and apply their skills to solve simple problems. Within Key Stage 2 pupils are able to work out increasingly complex problems and have a sound understanding of simple fractions. However, pupils do not take enough care in setting out their work neatly and too much of their work is confined to the completion of worksheets.
11. In science standards are average at the end of Key Stage 1 and pupils in Key Stage 2 are on the way to achieving average standards at the end of this key stage. Standards are the same as at the time of the last inspection. Within Key Stage 1 pupils have a good idea of how to construct a simple experiment and how to make a test fair. They know what is necessary to keep a body healthy and how living things such as plants grow. Within Key Stage 2 pupils are beginning to put together ideas about what will happen before they start to experiment. However, their written work is not completed with sufficient care and pupils have too few opportunities to investigate for themselves.
12. Standards in history, geography, art, music and physical education are above expected levels at the end of Key Stage 1. In information and communication technology and design technology, standards are in line with those expected for pupils at the age of seven. Within Key Stage 2 pupils are on the way to reaching expected standards in information and communication technology, design and technology, history and physical education. In geography, art and music pupils should attain and possibly exceed expected standards for 11 year olds. Since the last inspection standards have improved in history, geography and art. In music standards have improved significantly. In information and communication technology and design and technology standards remain the same. Pupils with special educational needs make good progress across the school and these pupils are well supported to reach their individual learning targets.

Pupils' attitudes, values and personal development

13. The pupils' attitudes to school are good and have been maintained since the last inspection. They enjoy coming to school and the interest they show in lessons and in the range of activities outside the classroom is very good.
14. Parents believe that their children like coming to school and that they make good progress. They also believe that behaviour is good, that children are helped to

become mature and responsible, and that they are encouraged to work hard and do their best.

15. Overall, behaviour is good. In lessons where the teaching is demanding, if pupils' behaviour is very good and there is no evidence of oppressive behaviour.
16. Generally pupils respect each other's feelings and beliefs, and understand the impact of their actions on others. They play happily together in the playground and move around the school in a sensible manner. Relationships between pupils, and between pupils and adults, are good throughout the school.
17. Opportunities for pupils to show initiative and to take responsibility, in class and in assemblies, contribute well to pupils' personal development. The provision for personal, social and health education is satisfactory but is not planned and co-ordinated across the curriculum. Overall, the attitudes, behaviour and personal development of pupils make a significant, positive contribution to their learning.
18. Pupils' attendance is very good, which is an improvement since the last inspection. There is no unauthorised absence and there have been no exclusions in the last school year.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. This is an overall improvement since the time of the last inspection when 50 per cent of the lessons seen were good. In the school 93 per cent of the teaching is satisfactory or better and in 83 per cent of lessons it is good or very good. This is a high proportion of good and very good teaching which has a positive impact on the progress pupils make at the Foundation Stage and within Key Stage 1. Within the Foundation Stage and Key Stage 1, 74 per cent of teaching is good and 26 per cent is very good. Within Key Stage 2, 50 per cent of the teaching is good or very good and 30 per cent is satisfactory. Twenty per cent is unsatisfactory.
20. In all lessons the teaching of literacy is at least satisfactory and generally good. It is well planned to meet the structure of the literacy hour although in some lessons within Key Stage 2, pupils are not given enough opportunities to contribute and take an active part in their learning. Teachers have a clear understanding of how to teach reading. The National Numeracy Strategy is implemented successfully and pupils with special educational needs are always well supported and challenged. All pupils are encouraged to play a full part in their lessons.
21. The quality of teaching in the Foundation Stage is consistently good and is planned carefully to meet the needs of these children.
22. Where teaching is very good, teachers display very good subject knowledge and have good strategies to hold the attention of younger pupils. Lessons begin at a brisk pace and pupils are asked to think carefully about what they have learnt in previous lessons. The teacher questions in a bright and lively style so that pupils find the lessons fun and are eager to take part. There is very good use of resources and examples to stimulate pupils' interests and to exemplify the point teachers are making, for example, about the conditions plants need for growth. When teaching the sounds letters make teachers give very good emphasis to the importance of reading with expression and as a result pupils copy their examples enthusiastically. They enjoy the word games the teachers introduce, for example, when discussing

collective nouns which includes 'a gaggle of geese'. The teacher carefully encourages pupils to work independently and to take responsibility, for example, when putting out and putting away equipment. The teacher warmly acknowledged the progress that individual pupils make. As a result the pupils try very hard to please their teachers and concentrate hard for long periods. They are keen to give of their best.

23. In the small number of lessons where teaching is unsatisfactory, the teacher does not allow sufficient opportunities for pupils to work things out for themselves and to experiment rather than to observe the teacher performing the task. Opportunities are missed for example, in a physical education lesson to enable pupils to practise the skills busily. Instead pupils stand and wait for long periods until their turn comes to perform. As a result pupils become bored and in some circumstances the quality of their behaviour deteriorates. Occasionally the pace of learning is too slow for learning objectives to be met. The main point of the lesson is lost because other unrelated avenues are explored unnecessarily. In some circumstances opportunities are missed to emphasise the importance of presenting one's work neatly. Occasionally pupils are reluctant to give of their best. Teachers' expectations of the pupils are too low.
24. The quality of marking in Key Stage 1 is appropriate to the school's agreed marking policy which emphasises the importance of marking work alongside younger individual pupils. Marking for all pupils is positive and for older pupils within Key Stage 2 provides a warm recognition of their efforts. However, insufficient emphasis is given to indicating what pupils need to do to improve and in setting clear targets for improvement.
25. Nearly all pupils are eager to learn and nearly all try hard. The positive attitude and good behaviour in lessons are particular strengths of the school. However, in some lessons because the lesson contains too few opportunities for pupils to be actively involved in their learning, a small number of pupils become restless and do not concentrate as well as they might.

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

26. The school provides a wide and interesting curriculum, which meets all statutory requirements and reflects the stated aims and values of the school. It provides interesting, stimulating and relevant activities for pupils, and promotes their intellectual, physical and personal development. Appropriate links are made between different areas of the curriculum which encourage pupils to make connections and develop a deeper understanding of specific topics. In most subjects the school operates a rolling programme of topics that ensures that pupils in mixed age classes do not cover the same ground in subsequent years. However, this does not operate effectively in the mixed Year 3 and Year 4 class or in art across the whole school.
27. There are inconsistencies in planning the curriculum in Key Stages 1 and 2. An issue in the previous report was the need to complete schemes of work in all subjects. This has also been addressed, except in art, where the lack of a scheme allows inconsistencies in the development of skills across the school.
28. The National Literacy and Numeracy Strategies have been effectively introduced and modified appropriately to the particular needs of mixed age classes in Key Stage 1. In the mixed Year 3 and Year 4 class the literacy strategy is insufficiently adapted to the

needs of the high attaining and older pupils and they may repeat work in successive years with little or no extra challenge built into the work.

29. There is good provision for pupils with special educational needs which strikes an appropriate balance between addressing their specific learning difficulties, ensuring their access to all aspects of the curriculum and planning for their continued progress in core skills in English and mathematics.
30. The school provides a good range of activities outside the classroom for pupils of this age range, involving sport, music and country dancing. The view of a minority of parents that provision is unsatisfactory is not supported by the evidence. This activity, together with educational visits and visitors to the school, all contribute significantly to pupils' attainment and personal development.
31. The school's provision for personal, social and health education is satisfactory and is delivered as part of the wider curriculum, although there is no 'circle time'. The headteacher has prepared a draft policy, to include 'citizenship', and it is planned that this will be implemented in the next school year.
32. The school's links with the wider community have been maintained since the last inspection and are very good. The school is regarded as a central part of community life and pupils participate in a wide range of activities, including close involvement with two homes for the elderly, performing country dancing at a number of local events, and a keen interest and involvement with the Exmoor National Park. Pupils are also involved with charitable fundraising, particularly for the Save the Children Fund. These and other activities contribute to pupils' learning and personal development.
33. Links with the Exmoor group of schools provide good professional support and there is effective liaison with Minehead Middle School that ensures pupils make a smooth transition from one school to the other.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Since the last inspection significant progress has been made within the assessment process to the benefit of the pupils' learning. On entry into the reception class Foundation Stage children are assessed as to their personal development using the local authority scheme. Alongside detailed and regularly updated records passed from the nursery, the children are known very well and their learning is matched at an appropriate level against the Early Learning Goals.
35. Pupils are assessed appropriately using the standardised tests at the end of Key Stage 1 and the school has adopted the optional tests for Year 4. Information from the tests and from teacher assessments enables the school to identify pupils with weaknesses in mathematics and literacy and to group pupils appropriately. Pupils who require additional support are identified at an early stage. The information is not used to identify individual short-term learning targets for individual pupils which are shared with pupils and their parents.
36. Assessment is identified as integral to the learning process and incorporated into lessons through teacher questioning and observation of both personal and academic development. Whole-school assessment tasks are identified annually and all staff have been involved in a review of work in English and national levels agreed.

37. Class teachers maintain their own record systems effectively. However, consistent manageable and useful records for all subjects are not in place. Assessment opportunities are not identified in planning. However, information gathered from on-going assessment helps to address the needs of pupils. Much of the marking of pupils' work is carried out in discussion with pupils at Key Stage 1. On occasions individual short-term targets are identified which provide a challenge. Where marking identifies ways in which pupils can improve their learning good progress is evident. However, the usefulness of the marking of pupils' work is inconsistent across the school.
38. The content of the Record of Achievement portfolio has recently been reviewed and contains relevant and updated samples of selected work, records and completed assessment tasks. These are transferred across the classes and to the middle school, so that teachers have a good idea of the standards pupils have achieved previously.
39. The support and guidance which pupils receive, both formal and informal, are good. The teaching and non-teaching staff know the children and their families well and respond to their needs.
40. The school policies and procedures successfully promote discipline, good behaviour and health and safety. There is no evidence of oppressive behaviour. Provision for the under fives and for pupils with special educational needs is good. Procedures for child protection and for ensuring pupils' welfare are also good. Parents feel comfortable about approaching the school with questions or problems and believe that the school provides a happy and caring environment.
41. Procedures for recording and monitoring attendance are good

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Overall, the effectiveness of the school's partnership with parents is satisfactory. The great majority of parents are happy with what the school provides and achieves and express very positive views of the school. They believe that they are well informed about how their children are getting on and that the school works closely with them. They feel comfortable about approaching the school with questions or problems.
43. There is satisfactory communication between the school and parents, with information provided through newsletters, a notice board, parents' meetings and annual reports. There is information about school policies and the curriculum in the school library. Parents know that they can discuss issues informally with staff and they appreciate the openness of the school.
44. The annual pupil reports do not give parents a clear enough indication of what pupils know, understand and can do, and what they need to do to improve. The school is aware of the need to improve the format of reports.
45. The school makes appropriate efforts to encourage parents to participate in the life of the school. The impact that parents have on the work of the school, and their contribution to children's learning, are both satisfactory. The school has a sound homework policy that is clearly stated in the prospectus. Parents and other members of the community help out with reading, with swimming and on school trips. The

'Friends' of the school are very supportive, both socially and financially, and are successful in involving the whole village in school events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The quality of leadership of the headteacher and governing body is good. The headteacher and governors have a clear sense of direction to the work of the school and all staff strive hard together with a strong commitment to their pupils. This is very much the same picture as at the time of the last inspection and the school has addressed nearly all the shortcomings indicated in the last inspection report. For example, the school development plan is now a useful long-term working document because it sets out clearly what is to be achieved, how the task will be met, those involved, the time it will take to complete, financial and resource implications and ways to judge the success of the initiative. Governors and staff are appropriately involved in deciding the school's priorities and in putting the school development plan into effect. There is now a good music curriculum and pupils are provided with good support from teachers and others who come into the school to share their expertise and experience. There has been limited progress however in developing the roles of subject co-ordinators who generally advise and support colleagues in an informal way. There are no procedures for subject co-ordinators to have planned opportunities to visit all classes to judge the success of teaching and learning and the progress of initiatives they have helped to introduce. They do not analyse sufficiently why for example, the results in mathematics vary. The school has taken the necessary action to ensure that parents are given access to information about curriculum planning and policies in the school brochure.
47. The school functions smoothly and effectively; day-to-day administration is effective and sets a welcoming and positive tone to the school. Staff are very committed to providing a good education to all pupils and in working closely and supportively together to achieve this. There is a strong atmosphere of care amongst all associated with the school and its determination to build on previous success. The school is well placed to improve further.
48. Funding and resources for special educational needs and Statements of Special Educational Need are appropriately used. Overall support for pupils with special educational needs is well managed and this enables pupils to make good progress. The special educational needs co-ordinator is committed and plans carefully to ensure that these pupils' needs are met.
49. The headteacher, who has some teaching commitment, has continued to provide a very positive and constructive lead to staff. Good arrangements are in place for the collection and analysis of a range of information from national and standardised assessments to assist the process of raising standards. However, this information is not used sufficiently well to identify individual short-term learning targets for pupils which could be shared with parents. The information available is not used to judge whether individual pupils are achieving appropriately or to provide well focused help if they are not reaching predicted standards.
50. The governing body is very much involved in the life of the school and is a significant strength. The chair of governors is also the chair of finance and is particularly well informed and takes a close interest in the life of the school. Governors visit the school regularly and have active roles overseeing specific areas of interest. They report regularly to the governing body on the results of their visits. Governors have

succeeded in establishing their role in offering positive but critical support to the professional staff.

51. There is a good match between the number of staff including educational support assistants, to the needs of the curriculum. Procedures for the induction of newly qualified and newly appointed staff are appropriate and the school has in place the necessary arrangements for performance management. The school budget is controlled well and governors have a good understanding of the principles of best value. Resources are good in quality and quantity and are nearly always well used. Specific grants are used purposefully, for example, in support of pupils with special educational needs. The school grounds are very attractive and well maintained. They contain stimulating safe play areas for children under five and older pupils.
52. Pupils enter the school with levels of basic skills which on the whole are average. By the time they leave at the age of nine, pupils in Key Stage 2 achieve standards which suggest that most are on the way to reach average national standards at the age of 11. These older pupils make satisfactory progress. There is evidence to suggest that pupils within Key Stage 1 are making good progress and are capable of attaining higher results at the end of Key Stage 2. Taking the overall satisfactory progress, the generally good quality of teaching, particularly in the Foundation Stage and at Key Stage 1 and the positive way in which the school is led and managed, it continues to give satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. The headteacher, staff and governors should:
 - (1) Raise standards for individual pupils by (i) using the information the school collects to set individual targets for pupils; (ii) sharing these targets with pupils and parents; (iii) reminding pupils within Key Stage 2 through more detailed and informative marking what they need to do to improve. (paragraphs 24, 35, 37 and 49)
 - (2) Make the good quality of teaching more consistent across the school. (paragraphs 19, 23, 79, 94 and 104)
 - (3) Give co-ordinators regular, planned opportunities to visit classrooms to judge the quality of teaching and learning and the progress of agreed policies and initiatives. (paragraphs 46, 92, 96, 100, 105, 110 and 118)
 - (4) Raise standards, particularly within Key Stage 2 in the presentation of pupils' written work across the curriculum. (paragraphs 9, 23 and 77)

Minor key issues

- (1) Review the quality of annual reports to parents so that these reports give a clear indication to parents of what their children need to do to improve the standards they achieve. (paragraph 44)
- (2) Complete a scheme of work for the whole school in art. (paragraphs 27 and 96)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	62	10	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y4
Number of pupils on the school's roll (FTE for part-time pupils)	28	84
Number of full-time pupils eligible for free school meals	0	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR- Y4
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	3.3
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	12	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	10	10	10
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	90 (70)	90 (70)	90 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	10	10	9
	Total	18	18	17
Percentage of pupils at NC level 2 or above	School	90 (70)	90 (80)	85 (75)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	112
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	4.96
Number of pupils per qualified teacher	21.46
Average class size	28.3

Education support staff: YR – Y4

Total number of education support staff	5
Total aggregate hours worked per week	76.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	8.25
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FTE means full-time equivalent.

Financial information

Financial year	1998 – 1999
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	£
Total income	219,821
Total expenditure	225,368
Expenditure per pupil	2,068
Balance brought forward from previous year	22,334
Balance carried forward to next year	16,788

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	112
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	3	0	0
My child is making good progress in school.	48	52	0	0	0
Behaviour in the school is good.	55	42	0	0	3
My child gets the right amount of work to do at home.	27	52	9	0	12
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	30	64	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	18	6	0	0
The school expects my child to work hard and achieve his or her best.	52	39	6	0	3
The school works closely with parents.	36	61	3	0	0
The school is well led and managed.	55	45	0	0	0
The school is helping my child become mature and responsible.	48	52	0	0	0
The school provides an interesting range of activities outside lessons.	21	45	15	6	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. The Foundation Stage is made up of the nursery and the first year of school in the reception class. At the time of the inspection there were 28 children in the nursery who were three and four and nine children in the reception class. There is a flexible arrangement for entry to the nursery based on the needs of individual children. The induction procedures are well managed and parents are well informed as to how to work in partnership with the school. Records are established in the nursery and transferred to the reception class so that children build systematically on what they already know and can do.
55. Children enter the Foundation Stage with average skills in all areas of learning except in communication, which is below average. This is confirmed by the initial assessments conducted with these young children and results shared with parents. Children with special educational needs are quickly identified and work is well matched to their ability. By the time children are ready to enter year one, the majority have exceeded the Early Learning Goals in all areas.
56. The quality of teaching is consistently good in the Foundation Stage. This is helped by the contribution of a highly experienced and qualified nursery nurse in the nursery, who is skilled and adept at talking with and questioning young children. She is fully involved with the teacher in the planning of children's activities. Additional support staff in the reception class also work very closely with the teacher to extend their learning. The quality and range of learning opportunities are good. The children are very well managed and well thought through routines give a good structure to each session. Adults demonstrate a clear understanding of the needs of young children and have increased resources appropriately for both classes. The outdoor play area is of considerable benefit to the nursery. The ongoing assessment of children's knowledge, skills and understanding is used well to match activities to the needs of individuals and informs future planning.

Personal, social and emotional development

57. Children enter the nursery with average skills in personal and social development. By the time they leave the reception class they will have exceeded the Early Learning Goals in this area. This reflects the skilful teaching in both the nursery and reception classes where children are constantly encouraged and feel confident about what they can achieve.
58. Children learn to work and play together and enjoy the wide variety of experiences offered. They begin to show consideration towards each other from their entry into school and are helped to recognise what is acceptable behaviour and how to apologise if they upset another child by their actions. They have good opportunities to make choices, displaying remarkable independence and care for equipment, and learn from a variety of self-initiated tasks. The children are enthusiastic about their learning as, for example, when balancing and jumping in the role of 'Batman' from the bench in the nursery class or being shop keepers in the reception class. They respond well to visits and visitors, for example the visit of an African musician enabled children to make and play shakers and drums and dress in the cultural tunic. They expressed their feelings to the varied activities in which they took part.

59. The adults provide good role models for the children, always treating the children with courtesy and respect. This leads to very good relationships with children in a secure and caring atmosphere. The children's personal development is promoted effectively, by ensuring that the resources and equipment used are easily accessible to them, which helps them to become independent. Children are encouraged to take responsibility for jobs around the classroom.

Communication, language and literacy

60. Children enter the nursery with below average communication skills. By the time they enter the reception class the majority have attained average ability. They make very good progress and most will exceed the Early Learning Goals by the end of the year. The youngest children develop confidence in talking to adults and each other through play. Children are good at learning the meaning of new words. The adults are good, active listeners and use children's talk to good effect. They show the children that they value their contribution and efforts in communication. Competent questioning by the teachers extends children's vocabulary and imagination.
61. Children in the nursery enjoy listening to stories and readily share books with adults. Elements of the literacy framework are well used by the reception class. A good understanding of the sounds letters make is developed through effective word work. Children are beginning to use their knowledge of sounds in their reading. Word banks and reading books are taken home daily, along with a reading diary for home-school communication. The children use pictures to predict what may happen next in a story. Children in the nursery make zigzag books to record their activities. They confidently 'have a go' when writing for a relevant purpose. Some children are beginning to form letters and have learnt to spell a few words at this early stage. By the time they are in the reception class they write clearly, forming letters correctly, with good pencil control and are beginning to write in sentences.

Mathematical development

62. By the end of the reception year most children will have exceeded the Early Learning Goals for mathematics. The teachers' careful, regular assessment of the children's level of understanding and skills helps every child to succeed. Children in both classes enjoy and are familiar with a variety of number rhymes and games. In the nursery children can count confidently to five whilst children in the reception class count to ten and beyond with the support of counting aids. They order numbers correctly. The teacher uses elements from the numeracy framework, which has had a positive impact on children's learning and the recall of number. They are familiar with shapes of everyday objects and use mathematical language with confidence such as circle and square as well as 'one more'. Mathematical work is carried out with enthusiasm as children learn to identify coins and enjoy role play in the shop.

Knowledge and understanding of the world

63. Children enter the nursery with a basic general knowledge. They talk about their families and investigate their surroundings. 'Wellie Walks' are a favourite. Children display fascination at finding a ladybird and spend time searching to find it again when it has flown away. Adults support children well and encourage them to find things out for themselves. They experiment with different materials to find objects that float, and discover some sink. Children in the reception class are keen to talk about their observations and record their work in pictures and writing, for example they can

explain what is needed to make seeds grow and recognise how the seeds change in time. Teacher's skilful questioning technique helps to ensure quality learning.

64. Children talk about where they live and recognise the passing of time. They know where the old school was within Porlock and recognise the change in the 'Old School' building. From a very early age they are very confident on the computer in their use and control of the mouse. Children in the reception class are learning to evaluate their own work and recognise the good qualities and can offer ways to improve it.

Physical development

65. Children enter the Foundation Stage with average skills in physical development and by the time they leave the reception class they will have exceeded the Early Learning Goals in this area. Relationships are very good. The teachers are especially skilled at creating a calm, caring and purposeful atmosphere, which is conducive to learning. The children move confidently in the school hall developing an awareness of each other. They use the space with increasing control and co-ordination, running, jumping and enjoying chasing games. Clear explanations to ensure understanding are given by the teacher, which encourages all children to participate.
66. Children in the reception class respond well to music and instructions. The teacher identifies good examples of 'caterpillar' movements and indicates why they are successful. The outdoor play area for the nursery enables children to participate in structured outdoor play using wheeled vehicles to develop their muscles. Opportunities are provided for the children to climb and roll and to develop co-ordination using small games equipment. Such opportunities are limited in the reception class to physical education lessons.
67. From the nursery, children become familiar with sand and water and use paint brushes, scissors and glue spatulas with increasing control. By the time children leave reception they have refined their fine motor skills through cutting, sticking and modelling using a variety of media and writing and working with small construction materials.

Creative development

68. This is another area in which the majority of children exceed the Early Learning Goals by the end of the reception year. The children are given many opportunities to develop their creativity. The youngest children paint patterns and pictures of their family using broad-brush strokes. They use play dough to mould and shape creatively. Children in the reception class observe colour and patterns in the environment and create interesting collages using a range of resources, including printing techniques. They have well-developed pencil control and record observations with increasing accuracy. As their skill develops children mix paints to extend their range of colours and add detail in their portrait pictures with increasing brush control. They paint abstract designs confidently on cloth to make an African tunic and thread beads to make jewellery.
69. Children select materials and construct and build models. They are imaginative in the way their construction can be used. They have a good sense of how things join together, for example children tried and tested the best way of joining material to make a coat. They make moving parts using glue and paper to create puppets. They respond well to music and move and sing action songs with enthusiasm, tunefully and with a good sense of rhythm. They have a good repertoire of songs and rhymes.

ENGLISH

70. Standards of attainment are above average in all aspects of the English curriculum at the end of Key Stage 1. Standards have improved since the last inspection in speaking and listening, reading and writing. Four years ago they were only in line with national expectations. Most eight and nine year old pupils are confident readers but attainment in writing in the first two years of Key Stage 2 is only average and does not reflect pupils' good speaking, listening and reading skills.
71. The results of national tests for seven year olds in 2000 show that the numbers of pupils reaching the required standard was above the national average and the percentage of pupils attaining the higher level was close to the national average. In comparison with schools with a similar intake, the performance of seven year old pupils in 2000 was well above average. From 1996, although the school's results have been consistently above the national average, they demonstrate a generally downward trend culminating in a noticeable dip in 1999. This was followed by a significant improvement in 2000.
72. In writing, the performance of seven year olds in 2000 was also above the national average and above that of similar schools. The school's performance in writing since 1996 has been erratic, with a significant dip in 1999, followed by a marked improvement in 2000.
73. Pupils' good speaking and listening skills promote successful learning in Key Stage 1. They listen carefully to their teachers and to each other. They understand the conventions of discussion, do not interrupt and respond positively to what has been said. Several pupils have a very wide vocabulary and general knowledge and many pupils contribute interesting ideas from their own experiences to lessons in English and other curriculum areas. Older pupils have fewer opportunities to contribute their own ideas to lessons and occasionally grow restless when expected to listen to their teacher for too long.
74. Evidence from the current inspection confirms that at the age of seven, the majority of pupils are attaining standards in reading which are higher than those expected nationally. The most able pupils read fluently and expressively, and most pupils demonstrate enjoyment and interest in reading. Lower attaining pupils have good phonic knowledge and use this along with picture and textual clues to tackle quite demanding text with confidence.
75. The good quality of support for pupils with special educational needs ensures that reading difficulties are identified early and that action is taken to support pupils who do not make adequate progress. An effective balance is maintained between withdrawing pupils for specific help and more general support within the classroom. As a result, the majority of pupils with special educational needs not only maintain full access to the curriculum but are enabled to reach nationally expected standards in reading and writing by the time they transfer to middle school at the age of nine.
76. Standards of writing are good throughout Key Stage 1 generally reflects pupils' wide vocabulary and good general knowledge. By the end of Key Stage 1 pupils' knowledge of simple punctuation and correct sentence structure is well developed and regularly applied. Standards of spelling are more erratic. Teaching of word families and spelling patterns is a consistent feature of literacy lessons and most pupils show a sound knowledge and understanding when this is a focus of teaching.

However, they do not consistently apply this knowledge in their own writing. Spelling is rarely corrected in pupils' books and mistakes are frequently repeated in subsequent pieces of work.

77. Within Key Stage 2, the generally high standards of writing are not consistently maintained. In particular standards of presentation and the quality of pupils' use of vocabulary are lower. This largely reflects the teaching, which provides limited opportunities for pupils' to be creative and to use their own ideas imaginatively. Writing tasks are very tightly structured and writing in other areas of the curriculum focuses primarily on pupils' recording of facts rather than their ability to interpret them.
78. The quality of teaching in Key stage 1 is consistently good, and satisfactory in Key Stage 2. In Key Stage 1, pupils are encouraged to express their own ideas in a variety of ways and to work independently. Teachers have high expectations of the quality of work to be achieved and there is a largely unspoken understanding that pupils will behave responsibly. Pupils are made aware not only of what they are supposed to be doing but why, and tasks are carefully matched to the needs of individual pupils. Lessons proceed at a brisk pace and generally have an overall cohesion, with links established between the different elements of the literacy strategy. For example, pupils in Year 1 read a story about a train journey, then write about someone they would like to visit by train. In Key Stage 1, tasks are well matched to the differing needs of pupils in mixed age classes, activities for older or higher attaining pupils contain a suitable degree of extra challenge.
79. Where teaching has weaknesses within Key Stage 2 tasks are sometimes structured and over directed. For example when asked to write an informal letter, pupils are told who to write it to, what they are to write about and what vocabulary to use. Other elements of the lesson were insufficiently based on the learning needs of the majority of pupils and were not consolidated through the writing tasks. For instance, the word level work was thinking of words with the letter 'k' in them. The sentence level work was using pronouns. Both Year 3 and Year 4 pupils are presented with the same tasks and lessons are planned with insufficient reference to the Programmes of Study for Year 4 pupils in the National Literacy Strategy, many of whom were repeating work covered the previous year.
80. Assessment is used effectively to track the progress of individual pupils in reading but the use of individual target setting to chart pupils' progress in writing is insufficiently developed. Teachers maintain easily managed but detailed reading records. Pupils' writing is levelled according to broad criteria. However, there is no indication in pupils' books of specific ways in which pupils can improve their work, and spelling, handwriting and grammatical errors are repeated in subsequent work. There was little evidence during the inspection that teachers monitor pupils' writing sufficiently closely in lessons for these errors to be picked up and for verbal guidance to be given as an alternative to written targets.
81. The subject is managed effectively although the monitoring of teaching in the Key Stage 2 has not been sufficiently rigorous to maintain consistency of approach and expectations throughout the school. Resources are good and well used. All classes have adequate numbers of fiction books for the range of pupils in their class and the library contains a basic range of reference books. However, even the older pupils are unfamiliar with the library classification system and finding books is rather a hit and miss activity. Good use is made of the local loan service to supplement the school's own resources.

MATHEMATICS

82. Standards in mathematics at the end of Key Stage 1 are above average and pupils within Key Stage 2 are online to attain average standards at the age of 11. This represents an improvement since the last inspection when standards were average overall. In the 2000 assessments for seven year olds the school's performance in mathematics was below the national average and well below the average for schools considered to be broadly similar. The overall trend in results at the end of Key Stage 1 in national assessments in mathematics since 1996 is uneven. In 1996, 1997 and 1998 results were above the national average. In 1999 and 2000 standards fell below the national average. In 2000 girls attained higher standards than boys. These statistics are based on a small number of pupils. As a result no firm conclusions can be made. However, from a comparison of pupils' abilities on entry, the results in 1999 and 2000 indicate that these pupils achieved appropriately for them.
83. By the end of Key Stage 1 pupils make good progress particularly in numeracy which is well taught across the key stage. Most pupils are able to follow and predict numbers in sequence and complete simple addition problems. Pupils within Key Stage 1 are able to apply their skills in number to solve many problems. They are able to estimate accurately, they know the properties of two-dimensional shapes and can record information in a variety of ways for example, in order to draw simple block graphs. Within Key Stage 2 pupils make sound progress in their understanding of number; they are able to work out increasingly complex problems involving number and money. They are beginning to understand the notion of frequency and develop their own ideas about how to tackle problems. They are beginning to understand and use simple fractions. However, sometimes they do not take sufficient care in the way that they set out their work so that calculations become confused. Pupils have limited opportunities to plan their work neatly for themselves because they are asked to complete a large number of worksheets.
84. The quality of teaching is good. Where the teaching is very good the teacher begins the lesson by briskly prompting pupils to think things out for themselves, for example, when learning how to use coins to purchase toys, immediately the pupils find the lesson fun and are eager to take part. As the lesson moves on pupils are asked increasingly more challenging questions and are able to build successfully on what they can already do. For example, how to apply knowledge of counting in tens to solving subtraction problems using 100 square. Pupils are energetically encouraged to describe their number routes in solving these problems. The teacher uses praise effectively acknowledging each pupil's achievements warmly. The pace of learning remains high throughout the lesson. Pupils with some degree of special educational needs are appropriately supported with work which is well matched to their needs. Support staff are well deployed to ensure that all pupils are fully involved in the lesson and make good progress.
85. Teachers assess pupils' knowledge and understanding regularly using a range of systems to evaluate each pupil's progress. All teachers follow the school's agreed marking policy which places considerable emphasis particularly within Key Stage 1 on the importance of discussing work individually with pupils. Within Key Stage 2 teachers' comments are helpful and warmly acknowledge individual pupils' efforts, but do not always indicate what pupils need to do to improve.
86. The co-ordinator for mathematics has a good understanding of the needs of the numeracy strategy and has successfully helped all staff to put it into place effectively. However, the co-ordinator does not visit all classes on a regular, planned basis to evaluate the success of teaching and learning and the progress of specific initiatives.

While teachers assess pupils' work carefully they and the co-ordinator do not evaluate carefully why, for example, the results in 1999 and 2000 assessments have slumped. They have not put in place strategies to address perceived difficulties. Resources are sufficient to enable the numeracy strategy to be taught effectively.

SCIENCE

87. Standards of attainment at the end of Key Stage 1 are average and pupils within Key Stage 2 are on track to attain average standards at the age of 11. Standards are the same as at the time of the last inspection. In the national teacher assessments for pupils aged seven in the year 2000 standards were below the national average. When compared to the abilities of these pupils when they began their education these results indicate that pupils in 2000 achieved appropriately.
88. Pupils within Key Stage 1 have good opportunities to find out for themselves by taking part in a wide range of investigations. They are able to conduct simple experiments about, for example, 'How to stop a moving object'. They have a good understanding of the importance of making a test fair. By the end of Key Stage 1 they are able to form a prediction of 'What might happen if', for example, they plant seeds without sufficient light or too much water. They know the difference between man-made materials and those which occur naturally. They know the importance of healthy eating and 'how we grow' from a baby to an adult.
89. Within Key Stage 2, pupils know that some materials can change shape and others do not. They are beginning to formulate and hypothesise and are able to record an experiment, for example about what happens when plants absorb water. However their written work is often careless, and while pupils are able to describe what happens in an experiment, their recordings are not formally and neatly set out. Pupils have limited opportunities to experiment at first hand for themselves and to be active participants when conducting experiments. Information and communication technology is not used effectively to record and present information.
90. The quality of teaching is generally good and pupils with special educational needs are well supported. Where the teaching is good lessons begin purposefully. The teacher effectively reviews the progress of the last lesson and encourages pupils to evaluate what has happened in their experiments, for example, about how seeds grow against what actually did occur. Pupils are able to describe what happened accurately because they have good scientific vocabulary which the teacher prompts them to use 'Is this coincidence or did it have an effect?' Pupils' interest is held by novel teaching resources such as a 'root farm'. Pupils react with awe and wonder when they observe how a bean's roots developed.
91. Where teaching is unsatisfactory the teacher emphasises the process of the experiment clearly but does not provide pupils with enough opportunities to conduct the experiment themselves. Much of the work expected of the pupils relates to copying rather than learning at first hand and the pace of learning is slow. As a result some pupils lose interest and do not give of their best. The teacher does not set high enough expectations in the way pupils set out their work and some are happy to provide only their second best.
92. The co-ordinator provides an enthusiastic and knowledgeable lead to other teachers and gives well founded advice. However, the co-ordinator has no opportunities to work alongside staff to provide help where necessary to ensure that agreed policies and approaches are followed effectively. There is an appropriate scheme of work

related to recent national guidelines and resources are of good quality and quantity and are readily available.

ART AND DESIGN

93. Pupils throughout the school make good progress and attain standards above those expected for their age. This is an improvement since the time of the last inspection. Pupils develop an understanding of the elements of art, working with line, colour, pattern, texture, shape and space. Many good examples of pupils working with a range of media, and using a variety of skills and techniques can be seen, particularly within Key Stage 1. They begin to develop their observation skills and gain confidence in their work. Year 1 pupils have explored producing portraits with good recognition of shape and features. They work in paint and are beginning to mix shades of colour effectively. They are developing their skills in observation, for example, drawing daffodils with pencils to add fine lines and detail. Year 2 pupils extended their observational drawing to a series of drawings based on the study of the church. The detail that they achieve is of a high standard. Work with clay provides pupils with the opportunity to explore methods of fixing clay to clay. They evaluate and share ideas with each other. In a study of fine line drawing in Year 3 detail is achieved in portrait drawing, which includes features of the eyes and includes tears. Pastels are used to reproduce the delicacy and shape of sunflowers to good effect. The older pupils are becoming more adept at mixing colours, producing many shades and producing work using good brush-stroke control. They study patterns and design their own with contrasting colours. Designs using the computer have been generated, and repeated patterns using the copy and paste facility along with colour fill have been included within the study. Their experience in three-dimensional work includes using natural objects which pupils have collected to create an impressive aesthetic sculpture. Pupils with special educational needs achieve well for their age and ability.
94. The quality of teaching is good, especially at Key Stage 1. Teachers have good subject knowledge, which enables pupils to effectively build on their artistic skills and techniques already acquired. Challenging activities are introduced at an early age, and are demonstrated in order to extend pupils knowledge and skills. Explanations and instructions are very clear ensuring that all pupils are focused on the learning objectives. Skilful questioning provides opportunities for pupils to talk about their own work and that of others in order to evaluate and refine it and learn from their mistakes. Expectations of quality and quantity of work are high and pupils' work is greatly valued. Work is particularly well matched to the needs of all the pupils in Key Stage 1. Very good relationships enable teachers to provide well-directed work to develop pupils' confidence.
95. The pupils' attitudes and behaviour are very good. They share resources and co-operate with one another well. Pupils listen well, respond to instructions and work with growing confidence. They take care of the materials they use, and appreciate others' work, showing respect for others' efforts. All pupils enjoy the opportunity for practical participation in this subject.
96. Since the last report resources have been developed and staff have become more confident to work with new and different media. The co-ordinator provides good support to staff, however, the role to monitor standards and teaching is under developed. Whilst teachers plan to cover the elements of the National Curriculum there is no scheme of work, rolling programme or consistent record of skills to ensure the progressive development of skills throughout the school. The wide range of experiences offered to pupils along with the quality and accessibility of resources,

including pictures by great artists, is good. Whilst resources are used to teach about styles of work pupils are not made sufficiently aware of the names of artists and their work.

97. Pupils receive a wide range of experiences in painting, printing, drawing and modeling. There are many examples of well-displayed work around the school, some of which are linked to other areas of the curriculum and enhance the learning environment. Pupils experience visiting an art gallery when local artists display their wide range of styles in school. Art makes a positive contribution to the spiritual and cultural development of the pupils.

DESIGN AND TECHNOLOGY

98. During the inspection there was little direct teaching of this subject as it was not a focus of the curriculum. However, from discussions with pupils, together with the evidence of previous work it is clear that standards at the end of Key Stage 1 meet those expected nationally. Older pupils are on the way to reaching expected standards at the end of Key Stage 2. Pupils are developing the skills of cutting, gluing and assembling of a variety of materials neatly. They carefully fold and join accurately. In Year 1 pupils draw and make shadow puppets. They evaluate their work accurately and recognize problems as they arise. Following the story in religious education of 'Joseph and His Coat of Many Colours', they explore joining techniques experimenting with appropriate methods when making Joseph's coat. They glue, stitch, lace, staple and use paper fasteners and discover which is best for the job. Pupils in Year 2 study healthy eating and discover different breads have different textures and tastes. They make appetising sandwiches with a variety of fillings and record their popularity. They explore ways of making paper strong and create paper sculptures. Pupils with special educational needs make satisfactory progress.
99. Pupils' making skills are developing but there are too few examples of pupils making step by step plans for their designs and explaining their reasons and choices. Insufficient time is given for pupils to reflect on their finished design and constructions and suggest improvements. Where pupils are reproducing copies of a finished design by the teacher there is little of the pupils' design skill employed. There are too few opportunities for pupils to use their initiative and to express their interpretation of the subject in their own way.
100. The way tasks are well integrated into themes and topics is a strength. Since the last inspection resources have improved and a greater variety of items have been made. The national scheme of work has recently been adopted. The role of the co-ordinator is underdeveloped in the monitoring of standards, teaching, and the coverage of the Programmes of Study. Teachers' plans are insufficiently focused on which skills are being taught and assessment opportunities are not included which would enable pupils' progress to be more readily tracked. Resources are in good supply and easily accessible.

GEOGRAPHY AND HISTORY

101. History and geography are taught as closely interlinked subjects throughout the school, with a strong emphasis and common theme of developing an understanding of the local area. Although three geography and history lessons were observed during the inspection there was very little work recorded in pupils' books at Key Stage 1.

However conversations with pupils indicate that standards in both geography and history are at least in line with national expectations by the end of the key stage.

102. The school makes considerable use of the local area in which the development of landscape and its history are combined. The school places a strong emphasis on developing pupils' first hand experiences of a range of geographical and historical concepts. Good links with the National Trust, Exmoor National Park and other local experts combine with lively teaching to give the pupils a relevant and stimulating Programme of Study.
103. Pupils are able to compare and contrast key features of local settlements, describe and explain the essential features of the course of a river and talk knowledgeably of how Porlock has changed since the war. In Year 1 pupils know that previous industries and trades in the village included a tannery, charcoal burning, lime kilns and fishing. They begin to appreciate that sources of evidence for learning about the past include books, photographs and eye-witness accounts. In Year 2 pupils can discuss key differences between Porlock and Minehead while at the same time developing their understanding of 'then' and 'now' by analysing photographs of the two locations from 50 and 100 years ago and today. Pupils in Years 3 and 4 look at maps and identify accurately areas of the village which have been built since the war. They visit the local museum and have visits from local historians.
104. Teaching of both subjects is good in Key Stage 1 and satisfactory in Key Stage 2. In both key stages, however, follow up activities are insufficiently demanding and the pace of lessons is often leisurely. In the mixed Year 2 and Year 3 class, a whole afternoon is devoted to a joint history and geography lesson. This is demanding on pupils' concentration and consolidation activities tend to be of a low order as pupils become tired.
105. Co-ordinators of both subjects work closely together in managing their subjects in Key Stage 1, but their brief does not extend to the Year 3/4 class. There are inconsistencies in curriculum content, which result in an inappropriate change in approach to the teaching of both history and geography. In Key Stage 2 a more structured, less investigative approach is adopted and pupils become unused to thinking in an analytical way. There has been inadequate evaluation and monitoring of the effect of this change on pupils' learning. It also results in Year 3 pupils in different classes receiving an inappropriately different curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. During the week of inspection no formal lessons on information technology were observed though pupils were working at computers. Since the last inspection the school has improved its provision for information technology. New computers and resources and improved teacher expertise have all contributed to the development of the subject. Some changes are recent and have not had sufficient time to fully take effect. Pupils at seven years of age and by the end of Year 4, attain levels in communicating information and operating hardware, which match national expectations. Standards are the same as at the time of the last inspection.
107. By the end of Key Stage 1 pupils use computers to write, change, save and print out their work using 'Textease'. Pupils explore a painting package to flood and fill colour in their pictures. Data is collected and entered into a graph drawing package and results are printed in different ways. The older pupils' progress builds on skills with which they are familiar and supports work in other areas. Their word-processing

skills are further extended. They can use the spell checker for the pieces they write. They quickly acquire new commands to change the size and style of print. They import clip art, amend the size and orientation appropriately to add interest to their work. They are developing an understanding of how to achieve specific outcomes by entering a series of commands to create shapes using 'LOGO'. Presentation of work is considered and when appropriate work is framed, for example to add attraction to invitation writing. Pupils, including those with special educational needs, make good progress in the skills they are taught which are being developed appropriately for their ability.

108. Pupils respond well to opportunities to use information technology. They are well motivated, and have positive attitudes. Boys and girls work co-operatively taking turns to use the keyboard and mouse and to take responsibility for their own and others' learning. They take good care of the equipment.
109. The quality of teaching in the lessons seen was good. Tasks are relevant and interesting. Adults have a sound knowledge of the use of computers and their applications and teachers incorporate them into their planning across the curriculum. The expectations of pupils' use of information technology enables most pupils to use the hardware independently.
110. Since the last inspection information technology resources have been updated to include a suite of six computers housed within the library. This has enabled structured teaching to benefit all pupils. All staff have profited from recent training, which has added to their confidence in teaching information technology. The school has a new scheme of work. However, there is no record of areas of work covered and the skills acquired by pupils to enable teachers to plan systematically. The monitoring role of the co-ordinator is unsatisfactory. The co-ordinator does not ensure that the subject receives sufficient taught time for all pupils, and that new skills are covered systematically and standards raised. A whole-school policy is not in place for the retention of pupils' work in an organised way to enable pupils to see for themselves their progress. The range of software in school is generally sufficient.

MUSIC

111. During the inspection this subject was not a focus of the curriculum. However, from talking to pupils and teachers and by looking at pupils' previous work and teachers' plans, it is clear that standards of attainment in music are above those expected for pupils at the age of seven. Within Key Stage 2 pupils are well on their way to achieving at least expected standards at 11 years of age. This is a good improvement since the time of the last inspection when standards were below those expected. The school has worked hard to ensure that all pupils have received good opportunities to take part in the full range of the music curriculum. This is partly due to the involvement of outside helpers and teachers who have brought with them their own rich experience and expertise which are well used.
112. Key Stage 1 pupils are able to perform using untuned percussion instruments and recorders and to accompany others when they sing, for example, in assemblies. They are able to compare their own pieces of music using simple notation and perform them carefully. They play long and short sounds and know why some instruments are more suitable for some performances than others. In both key stages pupils have good opportunities to listen to a range of music and to talk about what the sounds convey to them. They are aware of the importance of dynamics when creating a musical picture. They take part successfully in a good range of

musical productions both within the school and in collaboration with other schools in the West Somerset area. There are also good opportunities for pupils to participate in clubs and to be aware of different musical traditions, for example to take part in music from Africa.

113. The co-ordinator has worked successfully to put in place a detailed policy and scheme of work which gives good emphasis to teaching all aspects of the music curriculum. This is now well used by teachers and visiting helpers. There is an appropriate range of untuned percussion instruments and records.

PHYSICAL EDUCATION

114. Standards at the end of Key Stage 1 are above the expected levels for seven year olds and are higher than at the time of the last inspection. Pupils within Key Stage 2 are on line to achieve standards usually found amongst 11 year olds. Standards in swimming are high and nearly all pupils are on track to be able to swim confidently, safely and unaided by the age of 11. Many should attain higher standards.
115. By the end of Key Stage 1 pupils are able to build and perform a series of jumps, rolls and balances into a gymnastic sequence of movements. They modify their movements and apply them when using apparatus. They are confident and take turns fairly. They try hard to achieve the standards the teacher sets for them and they evaluate their own and others performance accurately. Within Key Stage 1 pupils move expressively to pre-recorded music so that they become 'caterpillars on a leaf' and are able to move using their bodies to interpret the sounds which they hear. Within Key Stage 2 pupils are able to catch and throw small balls accurately. They are able to improve their own techniques by looking critically at how others perform. There are good opportunities for pupils to begin to learn how to play a range of team games, for example, four aside soccer and short tennis. These are well supported by after-school clubs, for example, in dance which help to enrich the curriculum further for these pupils.
116. The quality of teaching is good. Teachers particularly in Key Stage 1 have a very good understanding of how to plan and teach this subject so that all pupils are purposefully engaged in physical activities for long periods. As a result all pupils benefit physically from the lesson. In the best lessons the teacher ensures at the beginning that pupils are well aware that they should try their best and are praised warmly when they achieve it. For example, when reviewing the achievements of the class one pupil was told "I've seen you do things this morning I wouldn't have believed possible". Appropriate emphasis and time is given to warming up and cooling down before and after exercise, the teacher has high expectations of what pupils should achieve. Pupils are encouraged successfully to be responsible for taking out and putting away their own equipment which they complete with speed and care. Good links are made with other subjects for example, in work in science.
117. Where teaching is unsatisfactory, the lesson begins purposefully and pupils are given clear instructions. However, the lesson quickly loses pace because pupils take too long to begin their task. The teacher does not establish high enough expectations to ensure that all pupils strive hard to improve. Pupils take too much time watching a skill practice rather than practising the skill themselves. As a result some pupils become disinterested and do not give of their best. They have limited opportunities to work competitively with each other and against their own previous best.

118. The co-ordinator is experienced and sets a good example but has limited opportunities to ensure that all teachers organise and teach in agreed ways. There is a detailed school policy document which sets out a clear framework for teachers to plan each term's work and to ensure that all pupils have good access to all aspects of the curriculum. Resources are good and include a well equipped hall. There are also good outdoor facilities on grassed and hard play areas as well as ready access to local outdoor sports facilities.