

INSPECTION REPORT

**BISHOPS LYDEARD CofE VC
PRIMARY SCHOOL**

Taunton

LEA area: Somerset

Unique reference number: 123791

Headteacher: Mr Mark Smith

Reporting inspector: Ms Diane Wilkinson
23048

Dates of inspection: 18th to 21st June 2001

Inspection number: 193025

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Mount Street Bishops Lydeard Taunton Somerset
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr Richard Deverell
Date of previous inspection:	10 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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23048	Ms Diane Wilkinson	Registered inspector	English (support)	What sort of school is it?
			Science	The school's results and pupils' achievements
			Information communication and technology	How well are pupils taught?
			Music	What should the school do to improve further?
			Foundation Stage (support)	
9999	Mrs Rona Orme	Lay inspector		Pupils' attitudes, values and personal development?
				SMSC aspect - How good are the curricular and other opportunities offered to pupils?
				Care aspect - How well does the school care for its pupils?
				How well does the school work in partnership with parents?
18706	Mrs Janet Gill	Team Inspector	English	Curriculum aspect - How good are the curricular and other opportunities offered to pupils?
			Art and design	Assessment aspect - How well does the school care for its pupils?
			Design and technology	
			Foundation Stage	
			Equal opportunities	
7465	Mr Richard Brent	Team inspector	Mathematics	How well is the school led and managed?
			Geography	
			History	
			Physical education	
			Religious education	
			Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 251 pupils (134 boys and 117 girls) from Reception to Year 6 all attending full time. Reception children are admitted at the beginning of the year in which they are five. The school is a Voluntary Controlled Church of England primary and is of average size, with nine classes, some containing more than one year group. The school is over-subscribed and is larger than when it was last inspected. Many pupils come from a new, out of catchment neighbouring village, with 14 per cent of pupils joining during this year. Nine per cent of pupils have special educational needs (SEN), with only one pupil having a specific statement of need, which is below the national average. The number of pupils (11 per cent) known to be eligible for school meals is around average. There are no pupils from ethnic minority backgrounds. Pupils come from a range of backgrounds including both owner occupied and rented homes, with the majority coming from an average background. The attainment of children entering the Reception class varies. Overall, it is around average, as it was at the time of the previous inspection, although there are few higher attaining children.

HOW GOOD THE SCHOOL IS

Bishops Lydeard is a good school because there are strengths in all areas of its work which outweigh its weaknesses. In particular, the quality of teaching, the achievement of pupils and the standards at the end of Key Stage 2, together with the leadership and management of the headteacher and other key staff are better than in most schools. The learning environment, particularly the relationships between staff and pupils, is very good, resulting in the good personal development of pupils. The school is a very good example of a tolerant, inclusive community. It gives good value for money, and has the capacity and the potential to improve its effectiveness still further.

What the school does well

- Pupils make good progress and achieve well. They reach above average standards by the end of Key Stage 2, especially in English, mathematics, science and religious education.
- The high levels of good teaching, including the support given by classroom assistants.
- The very good provision for pupils' personal development resulting in the very good attitudes pupils have for their work and the good behaviour and relationships seen.
- The good leadership of the headteacher, assistant head and subject co-ordinators.
- The good contribution parents make to the work of the school and their children's learning.
- The very good accommodation, which supports pupils' learning well.

What could be improved

- The standards achieved in writing by the more able pupils at Key Stage 1.
- The systems for identifying and evaluating what needs to be done in order to help the school improve further, including more effective use of the assessment and test data.
- Strategic planning for future developments, which are not systematically planned for more than one year. They are not effectively linked to financial resources nor measured in terms of their success in improving provision or standards. This prevents the school from making secure judgements about value for money.
- The management of the provision for special educational needs so that it gives the most effective support to pupils and also makes the best use of the school's resources.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since it was last inspected in 1997. All the issues identified then have been addressed at least satisfactorily. Very good improvement has been made in the provision and standards in information and communication technology (ICT) where very nearly all pupils now achieve well and reach average standards by the time they leave. Good improvement has also been made in art and design, and design and technology with pupils now reaching the standards expected in these subjects. The quality of teaching has improved well, particularly at Key Stage 2, and assessment is effectively used to help teachers to plan well for the next stage of pupils' learning. All schemes of work are in place and an effective curriculum framework gives good information. All the health and safety aspects have been fully addressed. Children in the Reception class now have an outside play area although it is not used as effectively as it

could be to support learning. The learning support assistants in the Reception class are very good. All senior staff have satisfactory job descriptions although the assistant headteacher still has a heavy workload for the time available. Other improvements are that more Key Stage 2 pupils reach above average standards in science, numeracy skills are used more in other subjects, and planning for children in the Foundation Stage is now satisfactory. The provision for pupils' personal and social development is now very good and the very good attitudes to school have been maintained. The good accommodation has been improved further.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	B	A	B	B	well above average A above average B average C below average D well below average E
Mathematics	B	A	A	A	
Science	B	A	B	B	

These results are better than most schools because more pupils reached the higher levels in the tests. Results are better in mathematics because of high levels of good teaching and good implementation of the National Numeracy Strategy resulting in most pupils reaching at least average standards. Good progress had been made in English and science and very good progress in mathematics since the end of Key Stage 1. Since the last inspection in 1997, results have improved in line with national trends in science, but better in English and mathematics. This is because of good management by the assistant headteacher and high levels of good teaching. The suitably challenging targets for this year are likely to be achieved. Current Key Stage 2 pupils make good progress, achieve well and standards remain above average. In 2000 the school's performance at Key Stage 1 was average in writing, but below in reading and mathematics. Compared with similar schools, results were below average in reading and writing and well below in mathematics. The below average results are because few pupils reached the higher levels in reading and mathematics. There is a similar picture in science. Since the last inspection, results have fallen in reading, and mathematics, but improved in line with national trends in writing. These lower results are mainly because of weaknesses in teaching and insufficient analysis of data to show exactly where improvements in provision needed to be made. As the result of better teaching, standards are improving and current pupils make better progress. They often achieve well in lessons and the expected number are now reaching the higher levels in reading, mathematics and science. The majority of pupils reach average standards in writing, but few reach the higher levels because they are still not challenged sufficiently.

Throughout the school most pupils make good progress and achieve well in both ICT and religious education (RE). By the end of both key stages they reach the standards expected in ICT, but exceed these in RE. In all other subjects, at both key stages, pupils make satisfactory progress and the majority reach standards in line with national expectations. Their achievement is satisfactory. The progress and achievement of SEN pupils are satisfactory. Children in the Foundation Stage make sound progress in their learning. Their achievement is satisfactory and most reach the standards expected by the time they enter Key Stage 1, in the majority of the areas of learning. However, few children reach standards above this. The lack of regular opportunities for physical activities limits progress in this aspect.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and this helps them to make good progress.
Behaviour, in and out of classrooms	Well supported by the good relationships and positive ethos, behaviour is good. There is very little bullying or unkind behaviour.

Personal development and relationships	Good. Pupils learn to relate well to each other and adults, and grow in maturity and independence as they move through the school. Good understanding of their learning helps them to make good progress.
Attendance	Good. There is no unauthorised absence and pupils arrive punctually.

TEACHING AND LEARNING

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

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

A high proportion of the teaching in the school (72 per cent) is at least good and 15 per cent is very good. No unsatisfactory teaching was seen. This is better than in the majority of schools and is a very good improvement since the last inspection. Good teaching was seen across the school and in a range of subjects. The good teaching is based on the very good quality relationships between adults and pupils, encouraging pupils to develop good attitudes to their work. Learning support assistants also make a very good contribution to helping pupils learn. Literacy and numeracy are taught well throughout the school, as is ICT. The marking and assessment of pupils' work, although satisfactory overall, are inconsistent. Some teachers do not have high enough expectations of the presentation of work. Teaching and learning in the Foundation Stage are satisfactory, but are often good when a range of interesting activities is provided, some supported by well-qualified classroom assistants. At Key Stage 1, teaching and learning are good, with 61 per cent of lessons being good or better and 6 per cent very good. Teachers have good expertise and plan and organise lessons well, although they do not always have high enough expectations of what pupils can achieve. This limits the progress of the more able pupils, especially in writing. At Key Stage 2, the vast majority of teaching (81 per cent) is good or better, and a high proportion (22 per cent) is very good. Teachers have very good expertise and explain and demonstrate new work well. They set challenging work, resulting in good achievement for pupils of all abilities. The teaching of SEN pupils is good overall. Pupils are supported well in class, especially when working in ability groups or with a classroom assistant.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory at present although the school is making good progress in adapting new national guidance to meet its specific needs. The provision for literacy and numeracy and for pupils' personal development are good.
Provision for pupils with special educational needs	The needs of most pupils, including the one with a specific statement of need, are met. The targets for pupils with emotional and behavioural difficulties are too broad and are limited in scope. Some pupils do not have full access to the curriculum because they miss the same lessons each week when withdrawn to work with the specialist teacher.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for moral, social and cultural development is very good and for spiritual development it is good. This helps pupils to develop positive attitudes and make good progress. Pupils are helped to gain an exceptionally good knowledge of Britain as a multi-cultural society.
How well the school cares for its pupils	Good provision for pupils' welfare and the procedures for monitoring and promoting good behaviour and attendance are good. Assessment information is used well to guide teachers' planning

Assessment of progress is good in lessons, but there are few formal procedures for assessing progress over time in the Foundation Subjects. The range of extra curricular activities is good and they are very popular with pupils. The school makes good use of the local community and also links with the local secondary school and pre-school group to promote learning. The school's partnership with parents is good and parents are supportive of its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's clear vision and the good partnership with the assistant head promote the work of the school well. Subject co-ordinators are giving good support in helping to raise standards.
How well the governors fulfil their responsibilities	Satisfactory. They are supportive of the school and have a good knowledge of its strengths and weaknesses.
The school's evaluation of its performance	Satisfactory, although the systems for identifying and evaluating this do not give enough detailed information. This makes it more difficult for the school to focus closely on what needs to be done.
The strategic use of resources	Satisfactory, but the lack of detailed analysis of the impact of its work impedes good planning for future development, especially in allocating resources.

Priorities in the school development plan are not fully costed which makes it difficult for the school to judge whether its spending represents the best value for money, as is seen in the provision for special educational needs. The fact that formal development planning is restricted to the current year, limits the effectiveness of strategic planning. Weaknesses in the management of special educational needs mean that not enough thought has been given to ensuring that the provision is as effective as it could be. The school is staffed with suitably qualified and experienced teachers and a good number of learning support assistants. The very good accommodation and the good quality and range of resources support learning well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

29 parents attended the pre-inspection meeting and 41 per cent of all parents returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, and are making good progress. • Children are helped to behave well and develop responsibility. • Teaching is good and staff have high expectations of what children can achieve. • The school is well led and managed. • The school welcomes parents' involvement and informs them well about its work. • All staff are approachable and any concerns parents have are addressed well. 	<ul style="list-style-type: none"> • Some parents at the meeting felt there was an inconsistency about the homework set in parallel classes.

Inspectors agree with parents' positive views. Children have very good attitudes to school and this helps them work hard and make good progress. The quality of teaching is good, especially at Key Stages 1 and 2, and the leadership and management of the headteacher and senior staff are also good. The school has effective links with parents and readily listens to their concerns. Parents are well informed about its work, and make a good contribution to their own children's learning, and the work of the school as a whole. Teachers in parallel classes take great care to offer the same opportunities to pupils and agree the homework to be set for each year group. Homework makes a satisfactory contribution to children's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 On entry to the Reception class, Baseline Tests show that children's attainment is around average overall, although there are few higher attainers. Children make sound progress during their time in the Reception class and, by the time they enter Key Stage 1, in nearly all the areas of learning, the majority reach the standards expected for their age and their achievement is satisfactory. However, few children reach standards above this. In addition, the lack of daily opportunities for physical activities limits progress in this aspect, although some children are likely to reach the standards expected.
- 2 In their personal social and emotional development, most children learn to behave well and develop good attitudes to learning. They are confident, friendly and form good relationships with adults and one another. Children develop greater independence, although there is sometimes an over direction of activities. They play well together, co-operating and sharing. In communication, language and literacy, children develop sound listening and speaking skills, but concentrate better when an adult sits with them and helps to focus their attention. They enjoy looking at books and know that print conveys meaning. Most children write their name and recognise many letters correctly. Only the more able write in sentences. In mathematics, most children accurately count in order to ten and some beyond this. Most children can say what one more and less than a number will be and understand positional language. They also recognise odd and even numbers. They name colours and basic shapes and compare the size of objects.
- 3 Children's knowledge and understanding of the world is promoted well and they make good progress. In science children identify the properties of some materials such as the texture of sand. Through visits, children gain geographical skills and an awareness of the local area. The good opportunities to use a variety of construction toys help children to learn how their models work. They make good progress in information and communication technology (ICT), gaining a good level of skills in using the keyboard and mouse, opening, exiting and shutting down programs. Opportunities for physical development are limited and some children have difficulty in controlling a ball with a bat, although some are likely to reach the standards expected. Children handle small tools such as scissors correctly and develop sound skills in writing, cutting and sticking. In their creative development children develop the skills expected in their use of colour, pattern and texture. They create detailed observational drawings, for example of shells, to a good standard and make model houses with careful use of paint as the decoration. Some over-direction in art work limits children's creative ideas. Good opportunities for role-play allow children to develop their imagination well in this aspect.
- 4 In 2000, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was above the national average in writing, around average in reading, but well below average in mathematics. The proportions reaching Level 2B and also the higher Level 3 were below average in all subjects. Teacher assessments slightly over-estimated the levels. Overall, taking account of the full range of attainment, results were around the average in writing, but below in reading and mathematics. In comparison with similar schools, that is those with between 8 and 20 per cent of pupils claiming free school meals which is more favourable than the national average, results were below average in reading and writing and well below average in mathematics. Teacher assessments in science indicated that, last year, 93 per cent of pupils achieved the expected Level 2, close to the national average, but no pupils attained the higher Level 3, and this was well below the national average. The lower

number of pupils reaching Level 3 is partly explained by the fact that only a small number of children entering the school are higher attainers, but also because, in the past, teachers have not specifically targeted those pupils who were achieving well and making good progress. Girls performed better than boys in reading and mathematics, but not so well in writing, but this is largely due to their prior attainment. Since the school was last inspected in 1997, results have fallen in reading, and mathematics, but improved in line with national trends in writing. These lower results have partly been because the assistant headteacher moved to Key Stage 2, depressing the quality of teaching. In addition, although the school recognised the need to raise standards, the data collected were not analysed well enough to identify where the weaknesses in the provision were. Therefore, these were not being effectively addressed.

- 5 Inspection evidence and indications from this year's test results show that standards have improved. In reading and mathematics, and also in science, the proportions of pupils reaching both the expected Level 2 and also the higher Level 3 are now around average. In these aspects most pupils make sound progress and achieve appropriately for their abilities. In writing, an average number of pupils are reaching Level 2, but not enough pupils are attaining Level 3. The average and lower attaining pupils are making sound progress and achieving appropriately, but the achievement of higher attaining pupils is unsatisfactory. The improvements achieved are the result of hard work by staff and also the fact that a member of staff has moved from Key Stage 2, improving the levels of good teaching. However, the school still does not analyse assessment data effectively enough to be able to identify exactly where it needs to focus on improvement. Although this has not had a negative impact on standards in most areas, it is the main reason why fewer pupils reached Level 3 in writing. The lack of knowledge about the progress pupils were making also meant that teachers did not sufficiently challenge the pupils who were achieving well at Level 2.
- 6 In 2000, in National Curriculum tests, at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 or above was well above the national average in mathematics, close to average in English, but very slightly below average in science. The proportion achieving the higher Level 5 was well above average in all subjects. Overall, taking account of the full range of attainment, results were above the average of all schools and also those in a similar context in English and science, and well above in mathematics. The results were better in mathematics because twice the number of pupils reached Level 5 than in most schools. This is because of the good teaching, especially the high expectations teachers have of pupils, and the good implementation of the National Numeracy Strategy. The standards reached by pupils show that, since they took the national tests at the end of Key Stage 1, they have made good progress in English and science and very good progress in mathematics. Since the school was last inspected in 1997, results have improved, in line with national trends in science, but better than this in English and mathematics. This is because, since the last inspection, the assistant headteacher has taken over the management of Key Stage 2 and has built a team of committed and hardworking staff who teach well, especially in the core subjects.
- 7 The school has set suitably challenging targets for this year and is well placed to achieve them. Inspection evidence confirms that the good standards have been maintained and improved. In English, mathematics and science, a higher number of pupils reach both the expected Level 4 and also the higher Level 5 than is seen nationally.
- 8 In English, standards in speaking and listening are above average. At both key stages pupils are taught to use appropriately subject vocabulary and make good progress in this aspect. Key Stage 1 pupils listen carefully to their teachers and each other, discussing their own and fellow pupils' work expressing their opinions well. By the time they leave the school, pupils have a good regard for the audience, listen constructively and use

appropriate language for the task. As in the last inspection, although improved, the use of role-play and drama is still limited. By the end of both key stages, most pupils reach average standards in reading with a significant proportion exceeding this. The majority of pupils easily identify sound patterns in words and use several strategies to read new texts. They have a good understanding of how books are organised, how to use a contents page and what information “blurb” will give them. The more able pupils read fluently and confidently, with good expression. The oldest pupils read challenging texts, understanding the deeper meaning and using inference and deduction well. They know how to retrieve information from reference books and apply these skills well in other subjects such as history. However, because there is no longer an effective school library, their ability to use classification systems is under-developed. The majority of pupils reach average standards in writing by the end of Key Stage 1, although few exceed this. Most pupils develop their ideas effectively in short stories and also write in a variety of forms including in other subjects such as science and geography. In handwriting, few pupils use a joined script and work is not always as neat as it could be. Most pupils use accurate sentence punctuation and spelling. By the end of Key Stage 2, most pupils reach at least average standards, with a high proportion exceeding this. Pupils write appropriately, using an effective style for a range of purposes and audience. This includes instructions, plays, letters and reports. Most pupils have a good knowledge of grammar and punctuation and write sustained stories with good attention to characterisation and plot. However, as in the last inspection, handwriting and presentation are not always good enough with some pupils not using a cursive joined script. Where they are asked to do so, pupils at both key stages apply their literacy skills well in other subjects.

- 9 In mathematics the majority of Key Stage 1 pupils reach average standards by the time they leave Year 2. Most pupils have a sound understanding of number and a good recall of addition and subtraction facts. They name common two and three-dimensional shapes, and describe their properties well, using the correct terminology. By the end of Key Stage 2, standards of achievement are above average. Pupils are confident with number including fractions and decimals, have a good understanding of number operations and place value and know their multiplication tables. They use mathematical language well. Pupils measure accurately, for example length and angles and correctly interpret some data including line graphs. They are beginning to use algebra to express their work. They use their numeracy skills effectively to support learning in other subjects although some opportunities to promote this are missed.
- 10 In science, by the end of Key Stage 1, most pupils make at least satisfactory progress in developing their skills, knowledge and understanding to reach average standards, with the expected proportion exceeding this. By Year 2, pupils can carry out a sound investigation, for example in to how they are similar to and different from others in their class. They have the expected understanding and knowledge of scientific concepts related to materials, living things and forces. The good progress made at Key Stage 2 means that the vast majority of pupils reach at least average standards with a high proportion exceeding these. By the end of the key stage, pupils are confident investigators, organising and recording their experimental work well. They have a good knowledge of the expected aspects, for example living things, how materials can be changed, can measure physical processes such as forces and know some of the properties of sound and light.
- 11 The school has made very good progress in improving the provision and standards in information and communication technology since it was last inspected. For the last 18 months the school has had a specialist teaching suite with a good number of computers, and staff expertise has been increased. This has led to the majority of pupils making good progress and achieving well. By the end of both key stages, most pupils reach the standards expected, but in other classes throughout the school the majority of pupils are reaching standards above those expected for their age. The fact that most pupils in

Years 2 and 6 are still at average standards is because the developments in the provision have not had enough time to raise their standards further. Key Stage 1 pupils are very confident in operating computers, as in using word processing to redraft work and importing pictures. They input data to produce graphs in mathematics, alter the colour and brush size in paint programs and enter commands to control a programmable robot. Key Stage 2 pupils build on these skills very well to use the technology in a wide number of applications. Both word processing and graphic skills are used well and pupils learn to operate a greater variety of programs. They use their skills very well in other subjects such as mathematics and enter instructions accurately to control events such as a sequence of lights.

- 12 In religious education, the school has maintained the above average standards seen at the time of the last inspection. By the end of both key stages most pupils make good progress to achieve well and exceed the standards set out in the locally agreed syllabus. Key Stage 1 pupils develop suitable knowledge and understanding of religious relationships and values through, for example, their study of Bible stories. By the time pupils leave the school they have a good understanding of many features of Christianity and a suitably broad knowledge of other world faiths. For example, they are aware of the relationships between Judaism and Christianity, and know about the main festivals, features and stories associated with Islam and Hinduism.
- 13 The achievement of pupils with special educational needs (SEN) is satisfactory. Individual education plans are usually integrated into lesson planning by teachers but the process of setting targets for pupils is at an early stage of development. The school formally identifies gifted and talented pupils, but does not analyse its data effectively in order to spot variations in, and reasons for, differences in the performance of various groups of pupils.
- 14 In all other subjects at both key stages, pupils make satisfactory progress and the majority reach standards in line with national expectations. Their achievement is satisfactory.

Pupils' attitudes, values and personal development

- 15 As was seen at the last inspection, pupils' very positive attitudes continue to be a strength of the school. Pupils arrive with great enthusiasm to take part in all that the school has to offer. All parents report that their children like coming to school. Pupils' positive attitudes to work contribute to the good progress that they make. A good working atmosphere is a feature of many lessons.
- 16 Levels of attendance are good. Pupils arrive punctually for the beginning of morning school and there is no unauthorised absence. Registration procedures meet statutory requirements.
- 17 Behaviour in lessons and around the school is good. Almost all parents consider that standards of behaviour are good. Pupils look after visitors with courtesy and talk to them with confidence. Pupils behave sensibly, even when not directly supervised, and take care of school property. There is very little bullying or unkind behaviour and staff deal with any instances promptly and effectively. There are a few instances when pupils' concentration lapses in lessons. When they are not brought back on task quickly enough this impedes the progress made. The few instances of poor behaviour usually come from older boys, but behaviour in lessons is never less than satisfactory. There have been no exclusions. Pupils with special educational needs work in an atmosphere free from oppressive behaviour.

- 18 Pupils' personal development is very good. Nearly all parents report that the school is helping their children to become more mature and responsible. Relationships generally are good, and the very good relationships between pupils and teachers in some classes result in hard work and particularly good progress. Pupils work well in groups and pairs, and they support each other. Older pupils exercise responsibility willingly. For example, Year 6 pupils assist the youngest pupils at lunchtime by opening packaging, and by playing sensibly with them in the playground. Pupils of all ages have the capacity to pause and to reflect, for example during collective worship. In another example, in a history lesson, Years 5 and 6 pupils were able to reflect on the feelings of immigrants to the UK after the Second World War. This helped them to gain a good understanding of important features of this era.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 19 A high proportion of teaching is good and this encourages pupils to make good progress in their learning and to achieve well by the time they leave the school. All the teaching seen was satisfactory or better, and 72 per cent was at least good. Very good teaching was observed in 15 per cent of lessons. This represents a very good improvement since the last inspection, when around 20 per cent of teaching was unsatisfactory, with weaknesses seen in most classes, except for the youngest and oldest pupils. Currently, there is good teaching in all key stages and across a range of subjects, the most consistent good teaching being seen at Key Stage 2. Teaching is good in all subjects except music and physical education across the school, and in design and technology at Key Stage 1. It is satisfactory in these subjects. The foundation for the good teaching is the good quality relationships between pupils and adults, which encourage pupils to develop good attitudes towards their work. The improvements in teaching are due to the high level of monitoring and evaluation undertaken by the school together with the hard work and commitment of staff.
- 20 The teaching of children in the Reception class is satisfactory overall, and, in around 50 per cent of the lessons seen, it was good. This ensures that children make sound progress in developing their skills, knowledge and understanding and maintains the standards seen at the time of the last inspection. As was the case then, a strong feature of the teaching is the very good contribution made by the learning support assistants (LSAs). Their very good expertise ensures that all children are supported well when working in small group activities. For example, children were very well motivated and made good progress in their use of spoken language and creative development, when role-playing a lifeboat rescue of the story of "The Lighthouse Keeper's Lunch". There is a suitable range of activities, which is well planned to cover all the areas of learning, although children are not always given the opportunity to take part in outdoor physical activities each day. Basic skills in literacy and numeracy are effectively taught, giving children a sound base for their work at Key Stage 1. Skilful questioning by all adults helps children to understand what they are learning. The organisation of lessons and the pace of learning are satisfactory overall although, on occasions, children sit too long on the carpet and lose concentration or become restless. The opportunities provided for children to develop independence are satisfactory overall although, on occasions, they are not given enough responsibility for choosing what they will do or what resources they will use. At other times, this aspect of learning is promoted well. For example, children worked very well on their own and made good progress when sorting materials into hard or soft. Good thought has been given to helping and encouraging children to continue their learning by providing a range of homework activities including reading.
- 21 At Key Stage 1, 61 per cent of teaching is good or better and six per cent is very good. Improvements in the quality of teaching are now bringing about better progress and standards. Teachers have good subject knowledge and lessons are well planned with a suitable range of activities for pupils of different ability. However, teachers do not always

have high enough expectations of what pupils can achieve, particularly in writing and this limits the progress, particularly of the more able pupils. Lessons are usually well organised, making the movement from whole class to group work effective and ensuring pupils always know what they have to do. Clear explanations and sensitive probing helps pupils to gain understanding and make good progress. Teachers work hard to ensure that pupils concentrate and try hard, this gives good support to learning, particularly as a small number of pupils tend to be restless.

- 22 Across the school, literacy and numeracy are taught well. Careful thought is given to ensuring that these skills and also information and communication technology skills are used well to support learning in other subjects. For example pupils use both their literacy and numeracy skills to record their work accurately, and to a good standard, in science. In addition, pupils were making good progress and reaching above average standards in their knowledge of angles through using a computer program. However, some teachers do not have high enough expectations of how pupils will record their work, particularly in the quality of handwriting and spelling. This is limiting the progress pupils make in developing their skills in these aspects, and depresses the standards achieved in writing.
- 23 At both key stages, the contribution made by the experienced and well-qualified LSAs supports learning very effectively. This is particularly important in the large classes, where they help to ensure that all pupils receive the support they need and remain on task. The marking and on-going assessment of pupils' work are satisfactory overall. Teachers regularly check on pupils' progress during lessons, through observations, skilled questioning and tasks. This they do effectively, as they know their pupils well. The best feature of assessment is that pupils are encouraged to evaluate their own work as well. This was seen in a good design and technology lesson and resulted in good progress being made. Although a policy is in place for marking, its use across the school is variable. The best marking includes clear guidelines to help pupils to understand how to improve their own performance. Other work is usually marked correctly, but in some cases, particularly in science, teachers make few comments to show what has been learnt, nor do they set targets to help pupils improve. This was the case at the time of the last inspection. Homework, mainly in English and mathematics, is making a sound contribution to learning.
- 24 At Key Stage 2, the consistently good teaching has resulted in the vast majority of pupils reaching average standards by the time they leave the school. In addition, over a third of pupils reach standards which are above the national average. Over 80 per cent of the teaching is at least good and 22 per cent is very good. A significant factor is the very good subject knowledge and expertise which teachers have across a range of subjects. This is because of the very good support given to this aspect by the senior management team and subject co-ordinators. For example, at the time of the last inspection, teaching in information and communication technology was unsatisfactory, but now it is good. The school has also benefited by the hard work and commitment of staff. As at Key Stage 1, the basic skills of literacy and numeracy are taught well, but at Key Stage 2, teachers have higher expectations and this promotes the learning of all groups of pupils well, including the more able. Teachers are extremely good at introducing new work and then encouraging pupils to explain what they have learnt. This has resulted in pupils attaining a very good understanding of their learning. A particularly good example of this was seen in a very good literacy lesson on using the apostrophe to indicate possession. In very many lessons pupils confidently told the inspectors what they already knew and what they were doing in their activities to help them make more progress. A good variety of activities is planned which motivates pupils and keeps them on task, for example in a numeracy lesson on division, all pupils remained well-focused and made good progress. There is a small number of challenging pupils in some classes, but firm management ensures they do not interrupt the work of the majority.

- 25 Teaching of SEN pupils is overall good. In the lessons seen where pupils were withdrawn it was satisfactory. Pupils are mainly taught in class and teachers' planning generally matches the range of ability in a class well, particularly where pupils are taught in groups organised by ability, as in Year 2. However, planning becomes more difficult when classes are large and a single teacher is faced with a wide range of needs. In spite of this, class teachers work hard to address the needs of SEN pupils and this helps them to make at least satisfactory progress in their learning and good progress at Key Stage 2.

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

- 26 The previous report suggested that pupils were offered a broadly balanced curriculum, which met the requirements of the National Curriculum. This is still the case. However, the school was required to complete a curriculum framework to ensure there were opportunities for pupils to make systematic progress, and to address long-term planning in order to cover the National Curriculum Programmes of Study. The school has worked hard to provide a good quality framework, which now includes long-term planning and a helpful overview showing what is being taught throughout the year in each class. The National Literacy and Numeracy Strategies and national planning guidance are used effectively to ensure teachers know what to teach and that learning is based securely on what has already been taught. This guidance has been particularly useful to help raise the standards in art and design, design and technology and ICT, which were previously unsatisfactory. There are good strategies in place for teaching literacy and numeracy skills, which promote learning well. A strength of the provision, for both literacy and numeracy and also ICT, is their use in promoting learning in other subjects. This, in turn, enhances provision for these areas. Good consideration has been given to long-term planning in science, history and geography, to ensure pupils do not cover the same work in mixed age classes. Effective arrangements to check how much time is given to teaching different subjects help to provide pupils with a balanced curriculum. Teachers in the three mixed Year 5/6 classes plan well together to ensure there is equality of opportunity in all subjects. Overall, there has been sound improvement to the curriculum since the last inspection and many features are now good. However, the national guidance has only been used for a short time and the school is still in the process of adapting these schemes to meet its particular needs.
- 27 There is a sound curriculum in place for children in the Reception year. It is satisfactorily structured to ensure coverage of all the areas of learning. In the last inspection there were weaknesses in the provision for outdoor play, including the use of large play apparatus. This has improved and now many interesting activities are provided. However, the arrangements for outdoor activities, including those for physical development, are not systematically organised to ensure coverage of all areas. There is still limited access to the physical development curriculum, where children do not have regular opportunities to use large climbing apparatus and wheeled vehicles. This restricts the progress children make in physical development.
- 28 The school makes good provision for pupils' personal, social and health education and this results in good personal development for pupils. This is an improvement since the last inspection when the school did not plan specifically the teaching of this aspect. The programme includes coverage of sex education and drugs awareness and is taught as separate units, or through science and religious education. It is now set out well for each year group and systematically taught.
- 29 Equality of access and opportunity is satisfactory for most pupils although there are weaknesses in the provision for both the most and the least able. Teaching and non-teaching staff provide good positive role models and the wide range of activities provided

avoid racial or gender stereotyping. Both girls and boys are encouraged to be involved in all activities, including those with SEN. However, where SEN pupils are withdrawn for specialist teaching, this is usually from the same lesson in class each week, meaning that they do not have access full to the subject being taught, for example geography. The majority of pupils have full access to the curriculum at a level which matches their abilities and prior attainment. Currently, not enough thought is given to ensuring that the more able pupils in the Reception class and at Key Stage 1 have the opportunity to achieve their maximum potential. This is the case in writing; where too few pupils reach the higher Level 3 in the National Curriculum tests, yet there are well above average number of pupils reaching the higher Level 5 at eleven.

- 30 Generally, the specific needs of most SEN pupils are met, largely because they are given good support in class from both teachers and LSAs. However, there are weaknesses in the provision. The individual education plans (IEPs) for pupils with learning difficulties give satisfactory support to their progress. However, the targets set in the individual behavioural plans for pupils with emotional and behavioural difficulties are too broad and are limited in scope. The arrangements made for the pupil who has a specific statement of need are satisfactory. The school is in the early stages of drawing up a talented and gifted policy, but as yet the pupils have not been formally or systematically identified for inclusion on a register.
- 31 The school maintains good links with the community, which make an effective contribution to the pupils' opportunities for learning. For example, the local rector contributes to their spiritual development in assemblies. The curriculum is enhanced through visits, visitors and the good use of the local environment and school grounds. These opportunities motivate pupils and help to enhance learning particularly in history, geography and art and design. Teachers use the environment well; for example, Year 5/6 pupils used the school grounds as a stimulus prior to painting. They successfully produced observational drawings in their sketchbooks of the buildings, plants and the distant Quantock Hills. The school also provides events enjoyed by the local community such as the school fete. There is a good range of extra-curricular activities provided, which pupils enjoy. They are very well attended and include sporting and creative activities, including the Wednesday Club, which is specifically organised for Key Stage 1 pupils.
- 32 There are good and well-established links with the local secondary school to which most pupils transfer. These good links help the smooth transfer of Year 6 pupils. Activities that the school shares with the secondary school and other feeder schools have a positive influence on its work. For example, good training for teachers is shared between all schools. Links with the village pre-school group continue to be close, which makes the children's transfer to school a positive experience.
- 33 Overall the school makes very good provision for the personal development of pupils. That for moral, social and cultural development is very good and for spiritual development it is good. This is an improvement since the last inspection.
- 34 The spiritual development of pupils is addressed well through assemblies, art, English and religious education. For example, acts of collective worship generally include a structured opportunity for reflection. Some opportunities for spiritual development are identified in medium-term planning, and most teachers use the occasions that arise in lessons well. For example, pupils in Year 4 expressed surprise and wonder in a science lesson when they discovered they material they had thought to be the best insulator had been ineffective. However, few other moments of wonder were observed during the inspection.
- 35 The provision for pupils' moral development is addressed very well. This is based on the very good relationships adults have established with their pupils. The clear behaviour code has a strong moral dimension, and teachers take time to explain why some

behaviour is unacceptable. School rules are consistently applied by all the adults who work with pupils. Pupils are clearly taught to distinguish between right and wrong. As a result, the vast majority of pupils behave well and no bullying or aggressive behaviour was observed. This helps to ensure that pupils of all ages and abilities are included well in the work of the school.

- 36 The school makes very good provision for the social development of pupils. They are encouraged to work in a range of different groups, and older pupils learn to look after the youngest. This approach helps to ensure the school is a harmonious place where relationships are good. There is good encouragement for pupils to take responsibility for their own learning and this helps develop independence as well as promote progress. Older pupils begin to develop a good understanding of social dimensions in the wider world through their study of the anti-apartheid movement and the work of figures such as Martin Luther King. The annual residential visit to Kilve Court for the older pupils makes a significant contribution to their social development. The good behaviour in school reflects the successful arrangements for social development.
- 37 Pupils' cultural development is supported very well. In particular, the school has significantly improved the opportunities for pupils to learn about the cultural diversity of British society since the last inspection. The provision in this aspect is now excellent. For example, texts chosen for study in English include Grandpa Chatterji, which stimulated comparison of the cultural backgrounds of British Indians and Afro-Caribbeans. Equally, the study of life in Britain since 1948 included learning about the experience of people immigrating aboard the Windrush. Pupils also have good opportunities to study the works of great artists and composers, and to learn about the heritage of their own area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 The school has good procedures to care for pupils. Child protection arrangements are effective and meet statutory requirements. The school has a clear health and safety policy which is systematically implemented, and no health and safety concerns were noted during the inspection. Pupils are well supervised in the playgrounds during breaks, at lunchtime and at the end of the day. The school promotes regular and prompt attendance very well so that levels of attendance are better than the national average with no unauthorised absence.
- 39 The behaviour policy is clear and detailed, and staff implement it systematically. This consistent approach to behaviour management effectively supports the overall good standards of behaviour in the school. The majority of pupils are helped to learn self-discipline. However, the system does not provide methods for effectively managing the challenging behaviour of a few older pupils. These pupils are currently placed on the SEN register but are given insufficient precise techniques to help them learn to manage or moderate their own behaviour. The few instances of bullying that arise are dealt with swiftly and effectively by staff.
- 40 The procedures for monitoring and supporting pupils' personal development are mainly informal, but they are good. This is because most adults in the school know individual pupils and their specific needs well and are very supportive in helping them to make progress. However, the lack of formalised systems means that, although individual pupils are well supported, the school does not have enough recorded evidence to help make effective judgements about the impact of its provision.
- 41 Arrangements for assessing and recording pupils' attainment and progress are satisfactory overall. There has been a satisfactory improvement since the last inspection with sound procedures in place for assessment in English, mathematics and science. In

these subjects, assessments are now used regularly in each year group to match individual pupils' development against age-related expectations. A variety of tests, both statutory and non-statutory, is used. In religious education and most foundation subjects assessment of progress during the year is satisfactory, but this information is not collated and passed on to help monitor pupils' progress over time. The information from assessment is used well by teachers to help medium-term planning and gives sound support overall in helping pupils to make progress. Although the assessment data collected are used satisfactorily to help promote individual pupils' progress, they are not evaluated rigorously enough to give the school the information it needs to help raise standards for whole year or ability groups. This is one of the reasons for the low number of pupils reaching the higher levels in writing at the end of Key Stage 1. Regular tracking of pupils' progress to help identify the next stage of learning has only just begun and is not yet fully effective. All the information gleaned from assessments is used satisfactorily as a basis for writing the pupils' annual reports.

- 42 The support for SEN pupils is mainly satisfactory. There are good links with the support services of the local educational authority and these help pupils' needs to be identified effectively. Nevertheless, there remains scope for improvement in developing procedures for assessing and monitoring the progress of SEN pupils. Currently, full use is not made of the SEN assessment information held by the school. Similarly, support for pupils with challenging behaviour is unsatisfactory. It is not linked to wider school arrangements, and individual behaviour plans are limited in scope and not monitored in enough detail.
- 43 Assessment procedures for the Foundation Stage are sound. The teacher assesses children's knowledge and skills in literacy, mathematics and personal, social and emotional development in the first half-term in school. The results of these baseline assessments are used effectively to group children for literacy and numeracy, and to plan lessons. During the autumn term targets are set on the basis of the entry assessment at the meeting with parents. These are reviewed in the spring term at a further parents' evening. As in Key Stages 1 and 2, assessment information gathered is not used rigorously enough to identify how to raise achievement.
- 44 Teachers set targets with individual pupils for literacy and numeracy. This is helping pupils to be aware of their own learning, which is promoted well. The school has introduced some good methods for pupils to assess their own progress, such as class evaluations of work, for example in design and technology and through paired work in literacy. This is supported well by teachers, as, in all classes, pupils are helped to evaluate what they have learnt, and whether they have achieved the learning objective set out at the beginning of the lesson.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 45 Parents have very positive views of the school. Almost all parents feel comfortable about approaching the school with concerns, and they consider that the school works closely with them. The school has an effective Partnership with Parents policy that emphasises the importance of the home-school relationship. Links between the school and parents are good.
- 46 The vast majority of parents feel that they receive good information about the progress their child is making. Reports meet statutory requirements although their quality varies between teachers. They provide parents with good information about what their child knows and can do in each subject, and satisfactory statements about the progress they have made. Targets to help parents support their children's progress are set in English and mathematics, but these are sometimes too imprecise to be helpful. Points for improvement are not routinely included for other subjects which limits parents' ability to be able to help their children.

- 47 There has been significant improvement in the amount of curriculum information provided for parents since the last inspection such as the termly curriculum newsletter and curriculum coverage sheets included with pupils' reports. Parents have also been invited to observe literacy and numeracy lessons so they can become familiar with new procedures. New parents are invited to bring their children to story sessions in the Reception class and this builds effective links for the youngest children as they prepare to start school. Induction procedures for pupils and parents alike are good.
- 48 Parents make a significant contribution to the work of the school by assisting in class, providing transport to sports matches and supporting fund-raising activities. The school actively encourages parents to participate in these ways. There is a thriving School Association which is well supported by parents and provides valuable extra funding to help the school's work, for example in the purchase of resources for ICT. Parents also support the school well by encouraging their children to complete the regularly set homework. The school works well with parents of SEN children. They are fully involved in the formulation and review of individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 49 The overall quality of the leadership and management of the school by the headteacher and key staff is good. The headteacher and assistant head work well as a team, and provide effective support for the work of the school. There is clear educational direction by the headteacher, and also a shared commitment to improvement. This has ensured that all the areas identified as needing improvement when the school was last inspected have been addressed, and overall, good improvement has been made. There is a good capacity for further improvement and for the school to become even more effective. The culture within the school encourages thinking about educational issues and the consultations structure allows participation at all levels. The aims of the school are explicit, relationships are very good and overall there is a satisfactory commitment to equality of opportunity.
- 50 Satisfactory delegation ensures that staff with management responsibilities are able to make a contribution to the work of the school, and the majority support its work well. In particular, subject co-ordinators give effective support in helping to raise standards. Good examples of this are seen in the leadership and management of English, mathematics, science, ICT and religious education, where good progress has been made in improving the provision and in raising standards. As at the last inspection, the assistant headteacher has an important range of duties which she carries out effectively. However, because of teaching commitments, she has to work extremely hard at other times to attend to them. There are weaknesses in the management of special educational needs where not enough thought has been given to ensuring that the provision is as effective as it could be, nor that SEN pupils receive equality of access to the curriculum.
- 51 The school correctly identifies the areas it needs to develop which are prepared after a wide-ranging process of consultation that involves staff and governors and has set good priorities for addressing these. The senior management team and staff are working hard to improve the school's provision and a measure of their success is seen in the very good improvements in the quality of teaching and the provision for information and communication technology. However, the systems for identifying and evaluating exactly what needs to be done to raise standards do not give enough detailed information at present. This makes it more difficult for the school to focus closely on the specific areas of weakness and is one of the reasons why it has taken several years for standards at Key Stage 1 to reach those of the national average.

- 52 The lack of detailed systems also affects the quality of the monitoring, evaluation and development of teaching. Although this is satisfactory at present and does contribute towards improvement, it is not consistent throughout the school, being better at Key Stage 2 because of the very effective leadership of this phase by the assistant headteacher. However, further developments are planned in this area, and improvements in teaching and learning are at the heart of the school development plan. It is intended that the school's performance management policy will also improve present arrangements by addressing and improving areas of development shown by present monitoring arrangements.
- 53 The school benefits from having a supportive governing body. The governors have a good understanding of the school's strengths and weaknesses. They have also demonstrated a sound strategic awareness of its needs, for example, in recent improvements to the accommodation and in present plans aimed at the possible enhancement of the provision through the development of the old headteacher's house. However, because the school's procedures for gathering and analysing information are not as effective as they could be, governors do not always receive detailed enough information to help them plan for future developments. In addition, the fact that formal development planning is restricted to the current year, limits the effectiveness of strategic planning. The governors' committee structure, with both appropriate terms of reference and sequence of meetings, ensures that the governing body works efficiently and effectively.
- 54 There are sufficient experienced and well-qualified teachers to cover the full range of subjects of the National Curriculum and religious education. However, due to the recent influx of pupils, some classes are large. There is an above average number of support staff to meet the needs of all subject areas and the Finance Administrator contributes discreetly, but most effectively, to the work of the school. The learning opportunities of all pupils, including those with special educational needs, are enhanced significantly by the high quality support offered by well-deployed learning support assistants. Induction procedures for student teachers, newly qualified teachers and other staff are good, and are further improved by a well-managed programme of professional development. Systems of teacher monitoring linked to professional development are satisfactory. Overall, the standard of accommodation is very good and meets the requirements of all subjects. However, the accommodation for children in the Reception class is not always used fully and one large class of 38 pupils is taught in a temporary classroom. Specialist accommodation such as the information and communication technology suite and the hall are generally spacious and provide comfortable learning environments. The good quality of material and display in corridors and classrooms, mostly of the pupils' work, promotes learning and effectively celebrates their achievements. The school enjoys well-maintained playing fields. The cleaning of the school's premises is very good and is well monitored by the very efficient and effective work of the site-manager; litter, graffiti and vandalism are rarely problems. As a result of the clean and pleasant conditions, a positive learning environment has been established. Since the last inspection, the school has made good progress in improving its accommodation, and has resolved most of the issues reported at this time.
- 55 Resources to help pupils learn are good. There are satisfactory systems in place to ensure that the allocation of money to subjects is both equitable and effective and this helps the progress of standards of learning. Currently, however, curricular priorities are not costed thoroughly and there is no clear link between them and budget planning.
- 56 Day-to-day financial management is excellent and longer term strategic financial planning is satisfactory. Technology is used well to support financial projections and day-to-day administration, and the specific grant available to the school is used entirely appropriately.

The major weakness in the present arrangements is linked to the fact that the school's priorities for development are not costed accurately in financial terms and there are no formal mechanisms to evaluate both the success of the school's plans and whether its spending represents best value for money. For example, the school's expenditure on teachers is significantly below the national average and some classes are large. However, although there are below average numbers of pupils with special educational needs, an extremely generous teaching cost is given to this aspect of the provision. It is used mainly for withdrawing a minority of pupils who have reading or behavioural problems. The governors do not evaluate the results of this investment in terms of any improvement in pupils' progress, particularly in literacy, numeracy and behaviour. As a result, it is difficult to develop the practice of best value.

- 57 The school's income is broadly average. Pupils leave the school with results that are above average overall, and better than would be expected from their attainments when they arrive at the school. The learning environment in terms of relationships is very good and the personal development of pupils is good. Teaching, and the leadership and management of the school are good and the school is a very good example of a tolerant, inclusive community. The school has made good improvement in both its provision and standards since it was last inspected and it gives good value for money. It has the capacity and the potential to improve its effectiveness still further.

WHAT COULD BE IMPROVED

- 58 The more able pupils at the end of Key Stage 1 are not sufficiently challenged to reach the standards of which they are capable in writing. The systems for identifying and evaluating the school's work are not formalised sufficiently to give the school all the information it needs. In addition, the information, including that from assessment and test data, is not analysed well enough to help the school clearly identify what specifically needs to be done in order to raise standards further, particularly in the Foundation Stage and at Key Stage 1. Strategic planning is impeded because developments are not fully costed in terms of resources, nor is their success measured against improvements in provision and standards. This makes it very difficult for the school to make judgements about the best value for money. In addition, the fact that there is no formal planning beyond that for the current year, limits the school's capacity to plan more effectively for future developments. Partly as a result of the lack of evaluation of the effectiveness of the provision, the management of special educational needs is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 59 In order to improve the provision and standards further, the headteacher, staff and governors should:
- (1) Ensure that teachers have high enough expectations of the more able pupils at Key Stage 1 and set suitably challenging work in writing so that these pupils can achieve the standards of which they are capable.
(See paragraphs 4, 5, 8, 21, 22, 29, 70, and 75)
 - (2) Introduce more effective systems for monitoring and evaluating the school's work by:
 - continuing to develop the procedures for monitoring and tracking pupils' progress;
 - developing formal procedures for assessing pupils' progress over time in the Foundation Subjects, particularly in skills development;

- rigorously evaluating assessment information so that the areas on which the school needs to focus can be clearly identified;

in order that all pupils are given the opportunity to make optimum progress, particularly in the Foundation Stage and at Key Stage 1.

(See paragraphs 4, 5, 40-42, 51-53, 84, 97, 101, 105, 108, 120, and 125)

(3) Improve the quality of longer term strategic planning so that

- the priorities of the school development plan are costed accurately;
- judgements about best value are easier to make;

in order that the governors can anticipate more effectively future opportunities and challenges.

(See paragraphs 51, 53, 55, and 56)

(4) improve the management of the provision for special educational needs by:

- ensuring that pupils are given the most effective support by analysing its impact on the progress they make, particularly in literacy and numeracy;
- ensuring that the governors evaluate the cost effectiveness of the staffing arrangements;
- taking steps to ensure that pupils have access to the full curriculum by limiting the occasions on which they miss lessons in specific subjects;
- linking the SEN arrangements for pupils with behavioural needs and gifted pupils to the school's overall policies in those areas.

(See paragraphs 29, 30, 39, 42, and 50)

Minor areas for consideration within the action plan include:

1. Take steps to improve the presentation of work, particularly in handwriting and spelling.
(See paragraphs 22, 75-77)
2. Improve the quality of marking and the day-to-day assessment of pupils' work, particularly in science.
(See paragraphs 23, 77, and 91)
3. Ensure that children in the Foundation Stage have regular planned opportunities to increase their skills in physical development.
(See paragraphs 20, 27, 61, and 66)
4. Include targets for improvement in pupils' written reports which give effective guidance for parents in supporting their children's progress.
(See paragraphs 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	57	28	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	251
Number of full-time pupils known to be eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	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	35
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	4.8
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	19	11	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	17
	Girls	8	9	8
	Total	25	27	25
Percentage of pupils at NC level 2 or above	School	83 (86)	90 (79)	83 (79)
	National	83 (82)	84(83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	17	18
	Girls	9	8	10
	Total	27	25	28
Percentage of pupils at NC level 2 or above	School	90 (86)	83 (82)	93 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	17	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	18
	Girls	13	14	13
	Total	29	32	31
Percentage of pupils at NC level 4 or above	School	78 (78)	86 (84)	84 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	18
	Girls	13	14	13
	Total	30	33	31
Percentage of pupils at NC level 4 or above	School	81 (81)	89 (88)	84 (94)
	National	70 (68)	72 (69)	79 (75)

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	216
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 – Y6

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	27.7
Average class size	31.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	227

Financial information

Financial year	1999/2000
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	£
Total income	467817
Total expenditure	466438
Expenditure per pupil	1823
Balance brought forward from previous year	8794
Balance carried forward to next year	10173

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	249
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	59	40	1	0	0
Behaviour in the school is good.	44	54	1	1	0
My child gets the right amount of work to do at home.	39	52	8	0	1
The teaching is good.	60	39	1	0	0
I am kept well informed about how my child is getting on.	51	42	5	0	2
I would feel comfortable about approaching the school with questions or a problem.	73	26	0	1	0
The school expects my child to work hard and achieve his or her best.	62	34	2	0	2
The school works closely with parents.	46	49	2	2	1
The school is well led and managed.	56	42	1	1	0
The school is helping my child become mature and responsible.	54	41	0	2	3
The school provides an interesting range of activities outside lessons.	53	35	5	3	4

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

- 60 Children are admitted to the Reception class in the year that they are five. At the time of the inspection there were 32 children in the class. Positive links are established with the parents through daily contact. This is maintained through the good use of homework, where parents offer effective support. Children are soon settled and get used to school routines. Most have had pre-school experience prior to starting school. When children enter the Reception class, their attainment is generally broadly average compared with that expected for children of their age. The entry testing data confirm this attainment profile. Children make sound progress and, by the end of the Foundation Stage, many children are likely to attain the Early Learning Goals overall, with a few achieving more highly. This is similar to the previous inspection.
- 61 There is a satisfactory curriculum in place for the children in the Reception class. It is satisfactorily structured to ensure coverage of each area of learning. In the last inspection there were weaknesses in the provision for outdoor play. This has improved, including many of the activities that take place. However, the arrangements for outdoor activities, including those for physical development, are not systematically organised to ensure coverage of all areas. This restricts access to the physical development curriculum and limits the progress children make. The overall quality of teaching is satisfactory, as in the last inspection. Good teamwork between the class teacher and the two learning support assistants (LSAs) helps to create a safe, secure and stimulating environment, where satisfactory learning takes place. The contribution of the LSAs is very good. It has a significant impact on the range of quality activities on offer and the quality of learning and teaching. This is an improvement since the previous inspection. The whole class arrangements for teaching literacy and numeracy are satisfactory, but better when children are taught in small groups with the LSAs, following a whole class introduction. Assessment arrangements are sound. The information available, such as the entry data, is used satisfactorily to ensure children are set appropriate work and identify those that need extra support.

Personal, social and emotional development

- 62 Children's personal, social and emotional development is given an appropriate emphasis. Teaching is satisfactory in this area and helps most children to make sound progress. As a result, many are likely to attain the Early Learning Goals by the time they leave the Reception class. Classroom organisation and the management of children are satisfactory, although when children sit on the carpet for too long, they become inattentive and fidget. Behaviour and attitudes to learning are mainly good, particularly when children are engaged in interesting activities, such as drawing and role-play. Most children respond positively to instructions, they are confident and friendly, and form good relationships with adults and one another. Adults encourage the children to be independent, through 'Plan, Do and Review', where children select their activities and review them at the end of the session with the teacher and LSAs. However, too much time is taken up in written recording of the activities and this detracts from the good range of practical activities on offer. This is a new initiative and is helping children to take opportunities to use their initiative, work independently and make choices. This aspect of children's development is promoted less well on other occasions. For example, where a series of activities is planned, children are directed to the activities, rather than allowed to make choices. However, when working without direct supervision they often sustain good interest and begin to make decisions, helping them to develop independence. For example, in an activity on sorting material found on a beach, children worked very well on their own to

sort objects into hard or soft. They then suggested other ways of describing the objects as “lumpy” and finished by organising them into a very effective collage. Good opportunities exist for the children to play together in the role-play areas supervised by the LSAs, where they share toys and co-operate. For example, when they played in the ‘seaside’ area, a small group of children concentrated on their game for a good time. They played together and talked to each other well, using the good resources constructively as they acted out a life boat rescue. Children are encouraged to tidy up at the end of sessions; this helps them to learn routines which will benefit them when they join the main school.

Communication, language and literacy

- 63 On entry to the Reception class, children’s communication, language and literacy skills are average and around those seen in children of a similar age. The quality of teaching and learning in this area is satisfactory and helps children to make sound progress. By the end of the Foundation Stage, most children attain the Early Learning Goals, although only a few achieve more highly. As in the previous inspection, children generally listen to their teacher and are developing their ability to listen to one another. They concentrate better when the LSAs sit with them and help to focus their attention. Children enjoy looking at books and understand how books are organised. They understand that print conveys meaning. More able children read the title of a familiar book, pointing to each word accurately, and they read simple sentences. Most children are making satisfactory progress learning letter sounds. Teaching of basic skills is satisfactory. Children use a range of symbols and letters from their name, with a few of the more able writing some words and short sentences. The more able children also identify many letters correctly. Children are encouraged to recognise and write their own name on their work. A few more able children write simple sentences independently. Other children are helped to record their ideas, for example when they write about ‘what makes a home a special place’ or lists of food.

Mathematical development

- 64 When children enter the Reception class, their attainment in mathematics is broadly average. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are satisfactory overall. The teacher has a sound knowledge and understanding of mathematics, and sets appropriate tasks for the class. The children make sound progress and many are likely to achieve the Early Learning Goals by the end of the Foundation Stage, with a few of the more able likely to exceed them. There is a satisfactory balance between practical activities and work that is recorded. The most able children order and count numbers to 30 and carry out simple addition to ten. Children know colours and recognise and name basic shapes, have an understanding of positional language and compare the size of objects, such as the three bears. In some practical situations, the teacher promotes learning well, for example, when she encourages children to sort items from the seaside. The children have good opportunities to choose how to record their work, which they do in a variety of ways such as in sets or lists. This is good practice. ICT is used well to reinforce mathematical knowledge, as children work successfully on the computer with an LSA, counting in twos to a hundred, and findings odd and even numbers in a hundred square.

Knowledge and understanding of the world

- 65 The provision and teaching for children to develop knowledge and understanding of the world around them are often good. Children’s learning is promoted well so they make good progress and, by the end of the Foundation Stage, many are likely to achieve the Early Learning Goals. Good attention is paid to developing children’s speaking skills in science when they are encouraged to describe the properties of sand. Scientific concepts

are developed by good questioning by the teacher as she encourages children to describe the texture and differences between dry and wet sand. Through walks in the locality and visits to the church, children are gaining geographical skills and an awareness of the features in the village in which they live. There is effective use of the school grounds to hunt for the lost Ben Bear. During activities in the 'Plan, Do and Review' sessions, children have good opportunities to use a variety of construction toys, and a chance to explain how their models work. Children are given good opportunities to develop their skills in ICT and make good progress. They gain knowledge of the computer keyboard, open and exit programs, and shut them down. They confidently use the mouse to move graphics around the screen, developing good hand-eye co-ordination and fine-motor skills and control.

Physical development

- 66 Very little teaching of physical development was observed during the inspection. Teaching is sound in the development of using balls and bats, although some children had difficulty directing the ball with sufficient accuracy. The children observed in small group sessions within activity times make satisfactory progress overall, and some are likely to attain the Early Learning Goals by the end of the Foundation Stage. However, the outside area is not used enough for planned activities, particularly to promote physical activities. There are large wheeled vehicles and an area designated just for the Reception children, which is an improvement from the previous inspection, but it is not effectively used. Dexterity is developed through the handling of objects, such as working in sand and water and shaping clay. Children handle scissors, glue, pencils and brushes successfully and, from the time they start school in September, their writing, cutting and sticking skills develop satisfactorily.

Creative development

- 67 Children make satisfactory progress overall but, when working in small groups with the LSAs, progress is good. Many attain the Early Learning Goals by the end of the Foundation Stage. Teaching is sound overall and children learn about colour, pattern and texture in two- and three-dimensional representations. Children have good opportunities to create detailed observational drawings in pencil as they draw pictures of shells. They are encouraged to look carefully at the markings of the shells with magnifiers and select the most appropriate pencil for carrying out their work. Their finished results are good, and drawn with care. They paint good representations of teddy bears and their houses, and apply the paint carefully. There are good opportunities to use clay and a range of recyclable materials to make models of houses. However, there are times when there is over-direction and children's creativity and imagination in art are hampered. Opportunities for role-play are now good. This is an improvement since the last inspection. There are good resources to promote creativity and imaginative play, which help to develop the imagination, as in the seaside rescue area and the 'The Lighthouse Keepers' house. The LSAs successfully intervene and help to develop children's activities, providing some direction to their play. Children particularly enjoy these activities, share resources well, behave well and concentrate for a considerable time.

ENGLISH

- 68 The previous report indicated that standards in English were generally in line with the national average at the end of both key stages. The school has made good progress in all aspects of English and standards have improved, particularly at Key Stage 2, and are still improving. These better results are associated with the effective implementation of the National Literacy Strategy, which is used well for a scheme of work. There is a strong commitment to raising standards in the school. This has been promoted well through

strong leadership, and the involvement of the subject co-ordinator and headteacher in the monitoring of planning, teaching and learning. The quality of teaching has improved and there are now good procedures for assessment, with satisfactory use being made of the information gathered to set school targets. Planning has improved, with clear learning objectives set and shared with pupils, which help them to be aware of their own learning.

- 69 In 2000, in National Curriculum tests, at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 or above was close to average and the proportion achieving the higher Level 5 was well above average. Overall, taking account of the full range of attainment, results were above the average of all schools and also those in a similar context. Teacher assessments largely matched the tests. The standards reached by pupils show that, since they took the national tests at the end of Key Stage 1, they have made good progress. Since the school was last inspected in 1997, the rate of improvement has been greater than the national trend. Realistic targets were set and were exceeded in the tests. More challenging targets have been set for the current Year 6 and are likely to be met, with a significant group likely to achieve Level 5 in the tests. Girls tend to perform better than boys, as is common nationally.
- 70 In 2000, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above, was above the national average in writing and around average in reading. However, the proportions reaching Level 2B and also the higher Level 3 were below average in both reading and writing. Overall, taking account of the full range of attainment, results were around the average in writing, but below in reading. In comparison with similar schools, results were below average in both reading and writing. The below average results, particularly in reading are because of the lack of pupils reaching the higher levels that depresses the overall scores, although in the present Year 2 there is a significant group of pupils who are clearly achieving at Level 3. Teacher assessments slightly over-estimated the levels. Since the school was last inspected in 1997, results have fallen in reading, but improved in line with national trends in writing. However, standards are rising in both Years 1 and 2 as a result of good teaching and higher expectations of what pupils can achieve. Girls perform better than boys in reading, but not so well in writing although this is largely associated with their prior attainment.
- 71 Children enter the Reception class with broadly average attainment in English. They make satisfactory progress, and many remain at the average, but too few reach higher levels. Progress, although steady since September in Key Stage 1, is often better in lessons. This is now helping to raise standards, but has not yet had sufficient time to make a significant impact for this year. However, standards are likely to be higher in reading and a little higher in writing, although there are still too few pupils attaining the higher Level 3 in writing. By the end of the key stage, overall standards match the national average and this is an improvement since last year. Progress begins to accelerate in Year 3, and continues throughout Key Stage 2. By the age of eleven, pupils are achieving above average standards in speaking and listening, reading and writing. This is a good improvement since the last inspection. Pupils with SEN are making sound progress in Key Stage 1 and good progress in Key Stage 2, in relation to their prior attainment.
- 72 Overall, standards of attainment in speaking and listening have improved since the previous inspection, when they were broadly in line with the national average throughout the school. Standards are now above average, with some pupils achieving more highly towards the end of Key Stage 2. Teachers have a good understanding of the National Literacy Strategy and encourage pupils to use appropriate vocabulary in literacy lessons and in other subjects, such as mathematics, art and design and religious education. In a successful religious education lesson about Martin Luther King, in a Year 5/6 class, pupils had a good regard for the audience, listened constructively and had the ability to use appropriate language for the task. Teachers use questioning skilfully, to promote speaking

and listening and to elicit responses from pupils. Good opportunities in literacy and other subjects are offered for pupils to communicate with one another. For example, during design and technology in the Year 3 class, pupils discussed each other's work, evaluated the techniques used and gave ideas for improvements. This was done in a mature manner, using technical language with pupils giving reasons for their opinions. In Year 2, pupils listened very carefully to the teacher giving detailed explanations about how to attach fabric to a background; this helped them achieve their learning objectives in the lesson. Year 1 pupils work together well, discussing their ideas for spelling different words and recording them on white boards. Opportunities to involve pupils in discussing their own work and that of others, express their opinions and join in discussions are good. This is helping to raise standards, so pupils have the confidence to speak clearly and fluently to different people for different purposes, and listened attentively to both their peers and adults. As in the last inspection, although improved, the use of role-play and drama is still limited.

- 73 By the end of Key Stage 1, the majority of pupils reach average standards in reading, with a significant group of pupils reaching higher levels. Standards are rising and good progress is being made, in both Years 1 and 2. Pupils are benefiting from the introduction of the literacy hour and the increased focus on this aspect. Teachers plan and teach the shared text sessions well, using a good range of suitable books, including both fiction and non-fiction. A high focus on reading is helping to raise standards for all pupils, including the less able and also SEN pupils. These pupils have particularly good support from the LSAs and this is helping them to make at least good progress in their reading. Good teaching of basic skills through sound/word games, not only maintains pupils' attention, but helps them remember the structure of words. For example, Year 2 pupils were keen to take part in these activities and quickly identified sound patterns. By the end of Year 2, most pupils have a good understanding of the role of the author and illustrator, and the contents page and index. Good teaching in Year 1 is helping pupils develop a good awareness about books. For example, they know the term 'blurb' and how to use it to give them some idea about the contents in a variety of books. The more able pupils read nonsense poems with good expression and identify the rhyming words.
- 74 By the end of Key Stage 2, pupils' attainment in reading is above average, with good progress being made across the key stage. A good number of pupils are attaining the higher levels. Pupils have a secure knowledge of library terms such as contents, index and glossary, but do not now have opportunities to use classification systems to find texts for themselves or carry out individual research. This is because the main library has been disbanded as it was considered too small for a whole class to work in. Older pupils have the skills to read challenging texts, and read with deeper meaning, consequently standards are above average. In a Year 5/6 lesson, pupils were skilled at identifying parts of text through skimming and scanning, which helped in their research for written work. Pupils use inference and deduction skills well, for example when working out the characteristics of two grandfathers from different cultures, in their shared text. SEN pupils read the text accurately, but less confidently. However, they achieve well for their abilities, showing a good understanding of the main points of the story. Pupils use their reading skills in literacy and other subjects well, for example in a Year 3 history lesson, when they found evidence about the Second World War and life away and at home, in reports and books. In a Year 4 lesson on poetry structures, pupils found rhyming words in the poem and extended them by adding extra couplets, having looked carefully at the text.
- 75 Inspection evidence from lessons, the scrutiny of work and school monitoring, indicate that by the end of Key Stage 1, writing is average, with only a very few pupils reaching the higher levels. At Key Stage 2, standards in writing are above average. Teachers offer their pupils a good range of work within literacy lessons and across the curriculum. They encourage their pupils to write in a variety of forms. In Key Stage 1, pupils write lists and label diagrams in science, in both year groups. They write about Katie Morag and her

island life in geography in Year 1, using appropriate vocabulary for the labels on the maps. Year 2 pupils use information writing about animals and plants to learn how to set out work appropriately, using headings and bullet points. ICT is used for word processing poems, with pupils choosing different fonts and styles to complement their work. The majority of average and more able pupils use a printed script with most letters correctly orientated. Few use a joined script and work is not always as neat as it could be. The less able pupils write in simple sentences, mostly using capital letters and full stops. Ideas are developed through short stories in a logical sequence and more able pupils write with a good awareness of the audience. Good teaching of word sounds has helped to improve spelling, as seen in pupils' work since September. Pupils are also beginning to use their knowledge gained in the literacy hour well in writing in other subjects.

76 By the end of Key Stage 2, a good range of work is covered and pupils write in appropriate styles, including instructional text, plays, letters and reports, in literacy activities and in other subjects. For example, Year 3 pupils wrote letters, in their role as evacuees or children left behind in towns, to their fathers. They used language appropriately to describe conditions in the towns. In Year 4, pupils labelled drawings in design and technology neatly, and used a range of punctuation for good effect in posters. There was good use of suitable descriptive language by Year 5 pupils, when they wrote a dialogue about grandfather's visit. By the age of eleven, average and more able pupils have a good knowledge of grammar and punctuation. They write sustained stories with good attention to characterisation and plot; many understand the use of complex sentences; how to structure sentences correctly and use imaginative and creative vocabulary in their work. Only a small number of pupils do not reach average standards. Pupils with SEN achieve appropriately for their abilities, but the amount they write is limited and is sometimes spoilt by untidy presentation. As seen at the last inspection, the overall quality of handwriting and presentation is not always good enough. Pupils write in a range of styles, with some Year 6 pupils still printing rather than using a cursive joined script.

77 The quality of teaching is good and has a significant impact upon pupils' learning and the progress they make. This is an improvement since the previous inspection. All teachers have worked hard to implement the National Literacy Strategy, which they teach with good understanding of the requirements. Their subject knowledge and understanding are good, as is their competence to teach basic skills. These strengths help pupils make progress, for example, in their use of letter sounds. Overall planning is good, and the needs of SEN pupils are well provided for in the classroom. LSAs have been well trained and offer good support to all pupils, particular those with SEN. Most pupils enjoy literacy lessons and their attitudes to the subject are usually good. Teachers challenge pupils to think carefully, using good questioning skills and encouraging pupils to listen carefully and value the spoken contributions of fellow pupils. Day-to-day assessment procedures are used well to help plan for future progress, but marking is not always helpful in enabling pupils to know what they need to do next in order to improve. All pupils have literacy targets, which are reviewed regularly. This helps pupils to be aware of their own learning and what they need to do to improve. In the best lessons, many pupils meet the high expectations of their teachers. Pupils work with a reasonable pace, and concentrate whilst completing their work. It was evident from the sample of work and looking at work in lessons, that a few pupils do not give of their best and presentation and handwriting are not always good enough. In addition to the guided reading sessions in the literacy hour, teachers include reading activities at other times to ensure pupils have sufficient practice. Most teachers assess pupils' reading ability during group reading sessions, identifying strengths and weaknesses; this strategy provides valuable information for planning future work. Teachers use homework appropriately to reinforce and extend work in lessons. Books are taken home on a regular basis and pupils receive good support from their parents.

- 78 The co-ordinator provides good leadership and has ensured that the priority of raising standards and achievement is being met. She has monitored the effectiveness of teaching and learning in some classes, checked planning for coverage and evaluated samples of pupils' work from across the school. She offers good support to her colleagues, keeps up-to-date and implements new ideas that she considers will help raise achievement, such as word and sound games and the use of white boards. Both of these initiatives have proved successful. The school has made good improvements in the subject in Key Stage 2 and is in a good position to continue to improve the standards pupils achieve at Key Stage 1.

MATHEMATICS

- 79 The results of the 2000 end of Key Stage 1 tests and assessments showed that standards were well below the national average and that of similar schools. Additionally, analysis of performance over a three-year period reveals a similar picture of low attainment. The picture at Key Stage 2 is very different. Here, the performance in the 2000 tests and over the same three-year period showed standards to be well above the national average. In comparison to other subjects, pupils at the age of seven did less well in mathematics than in reading, writing and science, but at the age of eleven, they performed better in mathematics than in English and science. The school agrees that there has been underachievement at Key Stage 1 as a result of staffing difficulties, some indifferent teaching and a lack of clarity regarding the curriculum. Conversely, at Key Stage 2, due to strong leadership, the National Numeracy Strategy was implemented vigorously from an early stage and this had a beneficial effect on standards. In particular, pupils responded well to the challenge of mental mathematics and the less able and SEN pupils improved as a result of extra lessons.
- 80 Inspection evidence shows that, at Key Stage 1, both standards of achievement and of learning have improved, with the majority of pupils now reaching average standards. This is mainly the result of some well-organised teaching, with setting by ability in smaller groups in Year 2. The majority of pupils achieve appropriately for their abilities. Pupils receive a well-balanced mathematics curriculum that covers the required elements of the National Curriculum. Nearly all pupils recognise numbers and place them in the correct order. Most can read and write numbers correctly and can count both forwards and backwards. They recognise repeating patterns and understand place value. By the end of the key stage, the majority have a sound understanding of number and a good recall of addition and subtraction facts. Pupils name common two and three-dimensional shapes, and most describe their properties well, using correct mathematical terminology. The more able pupils work confidently with numbers up to 30 and are gaining a secure understanding of fractions, readily saying that "half of 30 is 15". Less able pupils are secure when working with numbers to 10, but less so beyond this. Standards are helped by the fact that teachers plan work that is well matched to the range of attainment within their class and, as a result, pupils are able to develop their knowledge and understanding well.
- 81 As in previous years, pupils continue to make good progress at Key Stage 2 and standards of achievement remain above average. Pupils of average ability are confident with number. Factors accounting for progress are to be found in the consistency of the teaching, which is never less than sound and is often good, and to the planning of the curriculum, which ensures that knowledge is developed systematically. The school has introduced the National Numeracy Strategy successfully and this increases pupils' skills and confidence in tackling problems. In particular, it has placed a greater reliance on mental arithmetic and so improved the quality of pupils' learning. Pupils continue to develop a good mathematical vocabulary, which they use well to describe what they are doing. They have a good understanding of place value and most older pupils know their

multiplication tables. As a result of the emphasis on number, more needs to be done on data handling, such as probability. On leaving the school, almost all pupils can order numbers up to 100,000, work accurately with fractions and decimals, and measure length to the nearest millimetre. Average pupils are able to divide five figure decimals by integers, draw and measure angles with a protractor and understand straight-line graphs. The more able can use brackets correctly in complicated expressions, understand and use negative co-ordinates and investigate temperature line graphs. Pupils with SEN make satisfactory progress and some reach the average Level 4 of the National Curriculum.

- 82 Teaching is mainly good at both key stages. Proper emphasis is placed upon the teaching of mathematical vocabulary. Good examples were seen of younger pupils using words like 'difference', and older pupils describing 'reflex' and 'obtuse' angles. Teachers are familiar with the National Numeracy Strategy and they plan well to incorporate challenge, as in a Year 3 lesson on multiplication. They see the need for repetition and practice, and intervene effectively. In most lessons seen, teachers listened carefully to pupils' explanations in order to diagnose their misconceptions and so enhance their understanding and achievement. The quality of pupils' learning benefits from an emphasis on mental strategies, which can be developed still further at Key Stage 2, and from good pupil management.
- 83 A good emphasis on the use of mathematical language makes a good contribution to literacy development. Pupils present data accurately in the form of a graph or pie chart and are good at interpreting graphs. ICT is used routinely in mathematics, including in investigations. The use of numeracy across the curriculum is satisfactory overall, but it has strengths and weaknesses. Good examples of measurement, such as weighing and estimating were seen in science and design and technology. Younger pupils count beats in music. However, opportunities such as measuring and timing performances and heartbeats, producing fieldwork studies and time lines are missed in physical education, geography and history. Mathematics makes a good contribution to moral and social development, as pupils are encouraged to work constructively in groups and to help each other. A good example was seen in a Year 4 class working on multiplication.
- 84 The management of mathematics is good and this has played a prominent part in raising and sustaining standards and achievement. Furthermore, the selection of pupils for extra classes in Key Stage 2, results in the less able pupils increasing their knowledge, understanding and skills to that of the average. The co-ordinator is aware of the need to develop more systematically the current informal methods for analysing the performance of all pupils over their years in school, tracking each pupil, selecting targets and predicting future success. The subject is a strength of the school, having improved since the previous inspection, and there is every indication that it will continue to remain so in the future.

SCIENCE

- 85 Since the school was last inspected, the provision and standards have improved, particularly at Key Stage 2 where standards are now above the national average. Throughout the school, both the curriculum and teaching are good and pupils at both key stages are now making good progress.
- 86 In 2000, the teacher assessments indicated that 93 per cent of pupils at the end of Key Stage 1 achieved the expected Level 2, close to the national average, but no pupils attained the higher Level 3, which was well below the national average. This is largely because teachers were not targeting those pupils who were achieving well and making good progress. Better teaching and a better focus on raising standards this year has

meant that, by Year 2, the majority of pupils now reach average standards and achieve satisfactorily. In addition, higher expectations of the more able pupils mean that the proportion reaching the higher levels now matches that seen nationally. Pupils with SEN are well supported, often through working with well-qualified classroom assistants. They make the progress expected, to achieve appropriately.

- 87 In the 2000 National Curriculum tests, at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 or above was very slightly below average, but the proportion achieving the higher Level 5 was well above average. Taking the full range of attainment into account, the school's results were above the average of all schools and also schools in a similar context. Teacher assessments largely matched the tests. These results show that pupils have made good progress since they took the national tests at the end of Key Stage 1. Since the school was last inspected in 1997 results have improved, in line with the national trend. These standards are being maintained, with the majority of pupils now in Year 6 reaching at least average standards and around a third of the year group reaching the higher levels. Most pupils, including the more able and those with SEN, are making good progress and achieving well.
- 88 Pupils currently in Year 2 are developing sound skills in learning through investigating. For example, they do so to test the suitability of different materials for different purposes, as in wrapping a present. Most pupils are gaining in knowledge and understanding, to reach the levels expected by the time they leave Year 2. A secure coverage of all the National Curriculum Programmes of Study means they know, for example, the conditions which some living things need in order to grow, they sort materials according to their properties such as opaque or transparent, and accurately identify the forces of push and pull.
- 89 The skills and knowledge pupils gain at Key Stage 1 are built on and extended well at Key Stage 2. Much of the work pupils do is in the form of investigations, which helps them to make good gains and reach at least average standards in this aspect of their work. During the inspection, the younger pupils enjoyed discovering which materials are the best insulators, taking great care to set up fair conditions when investigating how long ice cubes would take to melt. By the end of the key stage, pupils are confident investigators, organising and recording their work well, needing little input from their teachers and making well-judged predictions of their results. When writing about their experiments in mixing materials they took great pains to describe reactions accurately, discussing whether the liquid was fizzing or frothing. Very nearly all pupils reach at least average standards in their knowledge and understanding of the full range of scientific concepts covered in the Key Stage 2 curriculum. They can name the main bones of the human skeleton, important muscles and organs of the body. Pupils create keys to identify animals and plants accurately, and know the habitats of some living things and how they adapt to different conditions. They accurately measure force, using Newtons and have a good understanding of how sound is produced and how the direction of light can be changed.
- 90 At both key stages pupils have good attitudes to their work and behave well in lessons. They make very good gains in their personal development because of the emphasis on working in groups on their investigations and then collaborating on their findings.
- 91 At both key stages teaching is good. Teachers have good expertise and explain new concepts clearly. They rarely give pupils a direct answer to a question, often testing or probing so that pupils discover the answer for themselves. Teachers promote the investigative side of the subject well, providing well-planned activities, which allow pupils to gain new knowledge through discovering it for themselves. As a result, in the lessons seen, good progress was made and pupils developed a good knowledge of

what they were learning. Teachers organise and manage the class well, particularly at Key Stage 2 and also when they are working with classroom assistants. This ensures that pupils are continually challenged throughout the lesson to ask further questions and to find out more. During lessons, good evaluation and feedback is given to pupils to encourage progress, and the good knowledge teachers have of individual pupils helps them to plan well for the next stage of learning. At Key Stage 1, marking of pupils work is satisfactory. However, at Key Stage 2, marking is often confined to a tick or a general comment and, on a few occasions, untidy work is accepted. Therefore pupils do not gain enough information on how well they have done, nor are they given sufficient information to help them to improve.

- 92 The curriculum is good and motivates pupils well through the interesting activities which are provided. Careful thought is given to ensuring that all areas of the National Curriculum Programmes of Study are covered well. The awareness of the different needs of groups of pupils means that different activities are well matched to the more able pupils and also those with SEN. Suitable arrangements are in place for assessing and monitoring the progress pupils make as they move through the school.
- 93 The subject is led well by an enthusiastic and hardworking co-ordinator who receives good support from her colleagues. The good leadership and teamwork have resulted in the improvements in the quality of provision and rise in standards. There are suitable resources, but they have been carefully chosen to support learning well. The good number of well-qualified classroom assistants contribute well to pupils' progress.

ART AND DESIGN

- 94 Inspection evidence was obtained from lessons, teachers' planning, scrutiny of pupils' work in sketchbooks and displays and discussions with staff. Standards are now in line with national expectations at the end of each key stage, and rising. The majority of pupils make at least satisfactory progress in their learning and achieve appropriately for their abilities. This is a good improvement since the previous inspection, where standards were unsatisfactory at the end of both key stages. An enthusiastic co-ordinator with good expertise joined the school and has worked hard to raise achievement in art and design. The provision has improved with the adoption of national guidance, as the basis for a scheme of work. The quality of teaching has also improved and is now good at both key stages because teachers are more confident in teaching the subject. Teachers' good subject knowledge helps to ensure the effective development of pupils' skills. This is beginning to have a positive impact on the range of experiences, and progress pupils make. It is evident from a display in the hall of still life, based on flowers and fruit, that observational and drawing skills are developing particularly well throughout the school. The subject makes a good contribution to pupils' spiritual and cultural development, through the richness of interesting and stimulating displays of pupils' work.
- 95 At Key Stage 1, pupils develop a satisfactory range of skills using a variety of media and techniques. Younger pupils learn how to mix colours and apply paint with care. They have good opportunities to be creative and use their imaginations, for example, when they make up their Fantasy World characters in Year 1. There is good use of natural objects as a stimulus, as in work completed by Year 2 pupils last term. Drawings contained good detail, and texture and shape were represented well, through the use of shading and the skilful use of different pencils. The work of artists, such as Matisse, successfully provides pupils with the starting point for designs in paper and textiles. Pupils clearly enjoy art, take considerable care in their work and try hard with new techniques, as in sewing for their collage work.

- 96 Through discussions with pupils in Years 5 and 6, it is evident that they both appreciate and like art, and have some knowledge of artists and a variety of styles. Through good teaching of key vocabulary, older pupils were able to identify different styles. For example, when given the opportunity to select a style to copy for a landscape, pupils were able to discuss pointillism and go on to paint in a similar style, being very careful to paint minute dots of colour. They have good attitudes towards learning and are prepared 'to have a go' which is helping them to make good progress. Teachers help to make art and design relevant to other areas of the curriculum and, at the same time, skilfully teach new art and design techniques. There are good cross-curricular links, particularly with geography, mathematics and literacy. Pupils in Years 5 and 6 are taught to use the environment and record their ideas in sketchbooks for use at a later date. Pupils learnt how to use a 'viewfinder' in planning a picture and use the grid method to enlarge the chosen subject of their picture. Year 3 pupils looked at the work of Salvador Dali and tried to recreate his style with a range of techniques, including printmaking. Very good questioning and demonstration of using a print block helped pupils realise the difficulties of portraying an image through a print. Pupils tried hard and had to think about how the ink would be reflected when creating the block. Pupils are encouraged to reflect on their work and make improvements. This helps to raise the quality of work.
- 97 In nearly all aspects of the subject, the quality and range of learning experiences are good. They are, however, more limited in three-dimensional work. The use of ICT is beginning to make a good contribution to art. For example, pupils use a graphics program to create symmetrical patterns in Year 1, and created an image and rotated it to form a picture in Year 3. The impact of the new scheme of work, which offers good guidance, has begun to make a significant difference to standards and the progression of skills, which are taught well. Overall management by the co-ordinator is good. However, she is not involved in systematic monitoring of teaching and learning yet, but she has worked in each class through the school, and offers very good support and advice. Evidence from planning shows that good use is made of day-to-day assessment to plan subsequent work, however there are no formal systems for assessing all pupils' skills or progress over time, although pupils' sketchbooks provide some indication of progress. An extra-curricular art club gives pupils opportunities to explore different techniques, including three-dimensional work. Pupils' work makes a good contribution to displays around the school.

DESIGN AND TECHNOLOGY

- 98 All the available evidence shows that the majority of pupils complete their practical and written tasks to standards that are now in line with national expectations at the end of each key stage. Most pupils achieve appropriately for their abilities. This represents a good improvement since the previous inspection, where standards were below expectations at both key stages. An enthusiastic co-ordinator with good expertise has worked hard with staff to raise achievement in design and technology. The provision has improved with the adoption of national guidance, as the basis for a scheme of work. Pupils now have experience in all aspects of the designing and making processes, with good opportunities to evaluate and improve their work. The quality of teaching has also improved, particularly at Key Stage 2 where it is now good, because teachers are more confident in teaching the subject and some have good expertise. Many teachers have good knowledge and understanding and this ensures skills and techniques are carefully taught and systematically developed. This is beginning to make a positive impact on the range of experiences, and progress pupils make. Pupils with SEN are supported well both by LSAs and teachers. As a result, these pupils made good gains in their learning.

- 99 By the end of Key Stage 1, pupils work with a range of different and suitable materials and learn successfully to join these together to produce finished products. Pupils have acquired the expected skills in planning, annotating designs and evaluating products. They have access to a range of tools and use these confidently. In Year 1, a good selection of practical tasks helped pupils develop and improve their joining skills of paper and fabric. After cutting out a template of a coat, they joined the paper template successfully with staples and sticky paper. They made holes with a punch and joined their coat with treasury tags. With help from the LSA and the class teacher, pupils also joined material by sewing. They listened attentively to the class teacher as she stressed safety rules. All pupils try hard with their work, and are careful with the tools, sharing resources sensibly. Tasks were supervised well and pupils made aware of time constraints for each activity, this ensured that they worked at a good pace. In Year 2, pupils designed repeating patterns for 'Joseph's coat'. Having chosen their favourite pattern, they traced these on card and cut them out, managing these tasks well. Pupils are aware of the design process and the need to take care in this. They make sound decisions about their work. Planning is good and ensures that pupils are taught design and technology in a systematic way that builds on previous work. For example, pupils looked at a range of repeating patterns in fabrics and wallpaper and were then given the next steps for the following lesson.
- 100 By the end of Key Stage 2, there is evidence that pupils' skills in planning, designing and evaluating are progressing well. Pupils have the skills normally found at this age and work with a wide range of materials and tools to make good quality products. They show good understanding of the design process and develop their vocabulary well. They use this vocabulary correctly in their design and evaluation. There are good links with literacy, for example, when Year 4 pupils wrote clear instructions for making a pizza, then evaluated the texture, taste and appearance of the final product. Year 5/6 pupils worked well together and were well motivated when they considered their design brief and completed their specifications for a moving toy. The teacher set very good challenges, which really made the pupils think hard about their work. Very good questioning helped pupils realise why they need to model their design before beginning the final product. This gives pupils good opportunities to investigate and make decisions about their work. They have a good understanding, and use technical vocabulary well. For example, they confidently used the terms cams and gears when explaining how mechanisms can be utilised to make things move in various ways. Pupils showed great interest in their work and there was a general buzz of enthusiasm as they made their discoveries. Effective questioning in a Year 3 whole class session reinforced pupils' learning and progress in understanding how simple mechanisms work, to create movement in paper and card. Teachers are very skilful in teaching the use of prototypes. In one lesson this helped pupils to explore different ideas that they will use in making a pop-up book. At the time of the previous inspection, pupils did not have sufficient opportunities to evaluate and question their designs, this is now reinforced well.
- 101 The subject co-ordinator provides good leadership. The quality and range of learning experiences are now good. The impact of the new scheme of work, which offers good guidance, has begun to make a significant difference to standards and the progression of skills, which are taught well. The co-ordinator is not involved in systematic monitoring of teaching and learning yet, but she has worked in each class throughout the school, and offers very good support and advice. Evidence from planning shows that good use is made of day-to-day assessment to plan subsequent work, however there are no formal systems for assessing all pupils' skills or progress over time.

GEOGRAPHY

- 102 At the end of both key stages, most pupils reach standards in line with national expectations and achieve appropriately for their abilities. This is the result of a number of factors. First, the geography curriculum has been developed satisfactorily so that pupils are taught geographical skills, themes and localities. Secondly, sufficient time has been allocated to the study of the subject and, thirdly pupils show both interest and enthusiasm. Pupils get off to a sound start at Key Stage 1 where they learn that Bishops Lydeard is different both from the imaginary Isle of Struay and the coastal town of Minehead. Later, at Key Stage 2 they increase their knowledge and skills well. For example, they compare Bishops Lydeard with places near and far, including Chembakolli in India. Good work is done on the effects of geographical change on the environment, but aspects of physical geography, including map work, are undeveloped. In this respect, the co-ordinator is aware of the need to widen pupils' experience in recording to include more fieldwork. Nevertheless, the school provides valuable residential visits for Year 5 pupils at Kilve where some interesting geographical work is done.
- 103 The overall quality of teaching is good. Teachers have sound subject knowledge, but they explain things well to pupils, for example in what to look for when comparing the local area with other places in Britain or in other countries. This helps pupils to understand easily and to focus well on comparing and contrasting the characteristics of different places. The range and quality of activities provided are good. Pupils are interested in their studies of rivers and holiday resorts abroad which involve them in some worthwhile tasks.
- 104 The subject makes a good contribution to literacy development. For example, pupils are encouraged to use geographical language when using directions at Key Stage 1. Learning in the literacy hour and geographical understanding are also helped by big books on geographical topics. There is little evidence of numeracy development and data handling. Pupils compare seasonal rainfall in Bangalore and produce traffic surveys, but links with numeracy are not a planned feature of the curriculum. When the opportunity arises, ICT, through the use of the Internet, allows pupils to make some geographical comparisons. Importantly, the subject makes a good contribution to pupils' cultural development as a result of its emphasis on local, regional, national and international features. Stimulating displays highlight places from around Britain and around the world and pupils regularly identify countries and areas of the United Kingdom visited on holiday.
- 105 The co-ordinator has worked hard to develop a curriculum, which reflects the more important geographical skills and knowledge, as well as the National Curriculum. She has also improved the quality of both the equipment and books since the last inspection. Currently, there are weaknesses in assessment so that staff cannot check pupils' progress and plan lessons more accurately. Overall, there has been satisfactory improvement since the last inspection and there is evidence that this is being sustained.

HISTORY

- 106 No history was being taught in Key Stage 1 at the time of the inspection. The small amount of work provided for scrutiny shows that Year 2 pupils have a sound understanding of famous events that happened in the past. By the end of Key Stage 2, the majority of pupils have made satisfactory progress to reach standards in line with national expectations. Achievement is satisfactory. Pupils have a sound grasp of change over time because the staff choose topics and approaches well. In particular, teachers make good use of the local area to show how and why Bishops Lydeard has changed. They encourage a sense of curiosity and adventure among pupils and use the literacy hour, geography, art, music and visits to give it expression. Through these good activities, pupils learn more about World War Two both by listening to the memories of somebody

who lived through it and by making detailed drawings in art of ration cards and air raid shelters. Similarly, they understand how local transport has changed when they take part in the local music festival with their version of 'Folk On The Line' – a song associated with Brunel's railway. Good displays with historical content encourage pupils to relate historical to geographical evidence. However, although artefacts are used in lessons, more could be done to develop an understanding of the methods used by historians.

- 107 History makes a sound contribution to the development of literacy which, in turn, helps pupils' own ability to communicate historical ideas. For example, when studying the Victorians, pupils write moving accounts of their life as a Victorian drudge or, having looked at pages from the school's log book, produce more graphic accounts of how they were punished at school. It now remains to build on this sound foundation and develop a more specific historical vocabulary. Overall, the use of ICT in history is satisfactory. Pupils enjoy using CD ROMS and some produce interesting pieces of word-processed work. Although pupils produce graphs of population change in the village, there are few planned opportunities to develop skills. The subject contributes well to the overall school provision for pupils' spiritual and cultural development. For example, they reflect on what happened to the World Cup stars of 1966. Additionally, they study local, national and ancient history to add to their range of cultural knowledge. Pupils enjoy history and bring both curiosity and excitement to its study with the result that the quality of learning of most pupils is sharp and the subject is not dull.
- 108 The quality of teaching is good. Features of good teaching were seen at Key Stage 2 when records from the last forty years were played and their characteristics identified. There was a good pace, interest was sustained and pupils learnt about change over time. The main weaknesses are linked to planning which does not always relate to the development of specific historical skills, such as chronology. Also, because assessment is not developed, the needs of the more able pupils, in particular, are sometimes overlooked.
- 109 The subject co-ordinator has a good grasp of what is required and is well qualified to lead the further development of the subject. She has already moved history forward since the last inspection, for example by improving resources. She is also aware of the need to refine the recently developed scheme of work. Provided that this is done, the subject is in a good position to improve both its curriculum and its standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 110 Very good improvement has been made in the provision since the school was last inspected. This has included the installation of a computer suite and effective in-service training to increase teachers' expertise. At the time of the previous inspection, standards at the end of both key stages were below the national expectation. Now they are in line, but because most pupils are now making good progress and achieving well, the standards reached by the majority of pupils in other year groups are better than most pupils of their age. Standards are not higher at the end of the key stages because these pupils have not had enough time to make the progress required to reach standards above the national expectation, although their progress has been good.
- 111 By the end of Key Stage 1, pupils are very confident in operating computers, using both the mouse and keyboard accurately and logging on correctly by using a username and password. Around half the pupils can choose and import pictures into a word processing program, and about a third can enlarge or diminish the size of the picture. Pupils with SEN make good progress because they are well supported by LSAs, they achieve well. The majority of pupils competently re-draft their work, for example very nearly all pupils highlighted text to change the font size. They apply their skills well in other subjects, such

as mathematics where they produce graphs from data they have entered and use the art program "Dazzle" to produce pictures and patterns. They are learning to control machines, such as a programmable toy, into which they enter commands to direct it around the room.

- 112 Key Stage 2 pupils build on these skills very well to use the technology in a wide number of applications. Both word processing and graphic skills are used well, for example Year 4 pupils used a desktop publishing program to produce a class newspaper, also importing photographs they had taken with a digital camera. Across the key stage, pupils are acquiring a greater confidence in operating a wide variety of programs. They use their skills and knowledge very well across a range of subjects. For example, during a good lesson observed, Years 5 and 6 pupils used a mathematics program to make very good progress in their understanding of angles. Pupils' knowledge and confidence in refining sequences of instructions to control events is good. In another lesson, Years 5 and 6 pupils learnt to control the lights on a zebra crossing and correctly set the sequence of a set of traffic lights. The more able pupils then moved on to set the sequence for a pair of traffic lights at opposite ends of a single lane bridge. Pupils with SEN were very well supported, both by the class teacher and also LSAs. As a result they made good progress and achieved well, successfully writing a program to control the lights on a zebra crossing.
- 113 Pupils have good attitudes to their work. The majority seek for solutions to the problems their teachers pose before requesting help. Most pupils work very well together in paired or group activities, and the discussions they have helps their understanding.
- 114 At both key stages, teaching and learning are good and this represents a marked improvement since the last inspection when it was unsatisfactory. This is partly the result of the very good support given by the subject co-ordinator, but also because teachers are committed and work hard to ensure they keep up to date on new developments. There is a very good understanding of the need to acquire and refine pupils' skills so they can easily access and use the technology. This is begun well in Key Stage 1 and built on and developed very effectively as pupils move through the school. Alongside this is the very good focus placed on using these skills to promote learning across a very wide range of subjects. Therefore, when teachers introduce a new program, pupils can concentrate on just the skills needed to operate this and good progress is made. Teachers explain and demonstrate very well, for example in how to set up a flow chart to control the sequence of traffic lights, and this helps pupils, particularly at Key Stage 2, to gain a very good understanding of what they are learning. Lessons are well planned, with good consideration given to the level at which different groups of pupils are working. Learning support assistants also have a high degree of expertise and this ensures that all pupils, especially those with SEN, are supported well. Pupils' work is assessed well in lessons and this helps teachers to plan effectively for the next stage of learning.
- 115 The curriculum, which had weaknesses at the time of the last inspection, is now good. It has been carefully planned to give all pupils access to the full range of the National Curriculum Programmes of Study and to support both the more able pupils and those with SEN well. A very good feature is how activities promote learning, not only in ICT, but also in other subjects as well, especially in English and mathematics. Assessment procedures are sound, but together with the good knowledge teachers have of individual pupils, progress is being monitored effectively.
- 116 The subject is led well by a very competent and hard working co-ordinator who has been supported well both by the senior management and also all staff. As a result of the weaknesses identified at the last inspection, a very good improvement plan was drawn up and the improvements made have been carefully monitored and refined so that the very good progress being made is continuing. The introduction of a computer suite in which a whole class can be taught, together with the high quality learning resources are also

supporting learning very well. Developments planned for the near future include a school web site, and video conferencing with the local secondary school. The school has also correctly identified that the current good provision could be extended if pupils had further opportunities to use their skills more in learning in other subjects. For example by using laptop computers in other lessons.

MUSIC

- 117 At the end of both key stages, the majority of pupils attain standards that are broadly in line with those expected for their ages and they achieve appropriately for their ability. This maintains the standards at the time of the last inspection. Pupils sing tunefully and expressively in acts of collective worship. Key Stage 2 pupils who are in the choir sing well in unison, accompanying this with percussion instruments. Key Stage 1 pupils recognise and copy rhythmic patterns. They know the names of and play untuned percussion instruments accurately. These knowledge and skills are built on at Key Stage 2 where younger pupils can compose and play a piece on percussion instruments to illustrate mood such as "fear". By the end of the key stage pupils can maintain the tempo, identifying the difference between pulse and rhythm. They are gaining a secure understanding of standard notation.
- 118 At both key stages, pupils have good attitudes and enjoy their learning. They handle instruments carefully and make thoughtful contributions to discussions, which helps to extend their knowledge.
- 119 Teaching is satisfactory. Good support from the school has ensured that all teachers have at least sound subject knowledge and the confidence to teach a range of activities. In this they are supported well by carefully chosen resources, for example CDs to help in singing. Pupils are well organised and managed, which is a significant factor in the good attitudes and behaviour seen in lessons.
- 120 The curriculum is satisfactorily planned to ensure all aspects are covered. Good opportunities are offered to pupils to perform both in assemblies and also in musical events in the village or local area. Key Stage 2 pupils also have the opportunity to learn the violin, flute or clarinet from peripatetic teachers. Assessment is limited and does not give effective information on the development of skills. Resources are generally satisfactory and include a range of both tuned and untuned percussion instruments. However, the lack of other tuned instruments, including keyboards, limits the progress pupils can make in composing and performing.

PHYSICAL EDUCATION

- 121 At the end of both key stages, standards in the subject are in line with expectations overall. During the inspection, lessons were only seen in swimming and games; however, evidence was also gained from a study of planning, records of pupils' achievements and discussions with staff and pupils. Standards have been maintained in swimming since the last inspection and pupils have stimulating opportunities to develop their skills in the pool at Taunton. As a result of an appropriate time allocation and the expertise of both staff and swimming instructor, the quality of learning is good and pupils' achievement is sound. Most have a satisfactory understanding of water safety and can swim the required 25 metres by the time they leave the school.
- 122 Achievement is satisfactory and most pupils reach the standards expected in games, particularly football, netball, rugby, cricket and athletics. This is mainly a result of regular lessons for most pupils. As the result of the good relationships between pupils, SEN pupils develop confidence and achieve appropriately. By the end of Key Stage 1 most

pupils have the skills to throw and catch accurately and a significant minority, mainly boys, reach above average standards. At Key Stage 2, Year 4 pupils are gaining sound skills in sprinting, and in throwing, catching and controlling the ball with a racquet to reach the standards expected for their age. Year 6 pupils make good progress to reach at least average standards in sprinting because of the good evaluation of their performance which helps them to improve. Standards are also maintained through the extra-curricular expertise of staff and visiting coaches in, for example, tennis and rugby. Additionally, the school takes the opportunity of the Year 5 residential stay at Kilve to develop orienteering and archery. Continued progress in developing gymnastics skills have been impeded over the last year because of building works which put the hall out of use for long periods.

- 123 The quality of teaching is satisfactory. Teachers generally start lessons on time, have good relationships and manage pupils well. Good examples of this were seen in swimming lessons where most pupils made good progress. The most significant weakness where teaching was satisfactory overall was a lack of pace in some skills lessons. Although there is a subject policy, there is little in the way of teaching support materials when non-specialists come to prepare individual lessons, particularly in gymnastics and dance. Where teachers have good expertise, as was seen in a Year 6 athletics lesson, the teacher occupied the class non-stop, all pupils were fully involved and standards of running were good.
- 124 The subject's contribution to numeracy development, for example by taking turns and counting scores, is limited. However, physical education makes a good contribution to moral and social development, particularly in games, where team spirit and a respect for fair play are inculcated.
- 125 There has been satisfactory progress since the last inspection. This is largely due to the effect of the current co-ordinator and the support of staff. She is well aware of the need for more training and support for some teachers in gymnastics and dance. For those who attend the athletics club, there is good assessment of activities, but this is not the case for physical education across the school which has an adverse effect on the quality of learning and lesson planning. Future priorities to promote further improvement include developing the scheme of work and providing more in-service training.

RELIGIOUS EDUCATION

- 126 By the end of both key stages, the majority of pupils reach standards which exceed the expectations set out in the Somerset Locally Agreed Syllabus. This maintains the standards seen at the last inspection report. This is the result of a number of factors. First, the school recognises the importance attached to the subject and sufficient time is given to its teaching at both key stages. Secondly, curricular links with subjects such as personal, social and health education, history and geography help to develop pupils' spiritual, moral and social sensitivities in positive ways. Thirdly, there is a good link between the religious education programme, the local church and assembly themes. Fourthly, there have been improvements in teaching and an imaginative use of resources which promotes a multi-faith perspective. These ensure that most pupils make good progress and achieve well.
- 127 Through Biblical stories, pupils at Key Stage 1 develop suitable knowledge and understanding of relationships and values, such as sharing and caring for others. Pupils can also recall the factual details of stories about Jesus and other Biblical personalities accurately and in detail. They also learn how to sympathise with some of the people in the Bible who are homeless, poor and sick.

- 128 By the time pupils leave the school at the end of Year 6, they have a good understanding of many features of Christianity and a suitably broad knowledge of other world faiths. They understand that praying is communicating with God and the more able pupils, in particular, are aware of the relationships between Judaism, Jesus and Christianity. They know about the main festivals, features and stories associated with Islam and Hinduism.
- 129 Pupils' understanding is helped by the quality of teaching, the imaginative use of resources which promotes a multi-faith perspective and the school's links with the local church. They show in discussion that they understand the symbolism associated with light and candles in the Christian faith in Advent and that of Jesus as 'The Light Of The World'. Most reflect well on wider aspects of religious belief and meaning. For example, they understand that many world faiths have a Supreme God and that there are different ways of praying.
- 130 The quality of teaching is good. Features of effective teaching which help learning and achievement are clear planning, good subject knowledge and effective strategies such as the use of questions. For example, during a lesson on Martin Luther King, pupils were encouraged to talk about their feelings and values and the teacher made good use of discussion to sharpen language skills. The subject makes a good contribution to literacy as when Year 2 pupils communicate their knowledge and understanding of weddings and christenings. Similarly, both the wide range of faiths explored and the teaching methods used, make a very good contribution to spiritual and cultural development, as when pupils reflect on different ways of communicating to God. Pupils like the subject and their interest and curiosity help the quality of their learning. For example, Key Stage 2 pupils are keen to study the aesthetic value of Indian religious objects and of the clothes worn on ceremonial occasions. In assemblies, pupils listen carefully to the stories being told by the staff, Rector and others.
- 131 The subject is managed well by a hardworking co-ordinator. The scheme of work has been developed imaginatively since the last inspection and offers effective support to teachers. Overall improvement has been good and the school is in a good position to sustain this.