

INSPECTION REPORT

CROWCOMBE C of E FIRST SCHOOL

Crowcombe, Taunton

LEA area: Somerset

Unique reference number: 123830

Headteacher: Mrs A Deane

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 18th – 20th February 2002

Inspection number: 194210

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary aided
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Crowcombe Taunton Somerset
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Telephone number:	01984 618273
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs R Butterworth
Date of previous inspection:	7 th May 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7269	Mr P Kemble	Registered inspector	Special educational needs English as an additional language Mathematics Science Geography History Music Physical education	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9780	Mr J Massey	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
11227	Mr J Moles	Team inspector	Areas of learning for children in the Foundation Stage Equal opportunities English Information and communication technology Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crowcombe Church of England Voluntary Aided First School is a smaller than average school. There are 29 pupils on roll, including 7 children in the Foundation Stage. There are 21 boys and 8 girls. The number on roll is less than at the time of the previous inspection, because an unusually large year group of Year 4 pupils left the school two years ago. Pupils are drawn from a broad range of socio-economic backgrounds. A high percentage of pupils are from homes outside the school's designated catchment area. All pupils are from white ethnic backgrounds. Seven pupils (24.1%) are on the register of pupils with special educational needs, a figure which is broadly in line with the national average. The special needs cover a wide spectrum of learning, emotional and behavioural difficulties. There are no pupils with statements of special educational needs. No pupils are eligible for free school meals. Children's attainment on entry into reception varies from year to year but, over time, is broadly in line with the national average. Pupils are organised into two classes. Reception, Year 1 and Year 2 pupils are in Class 1. Year 3 and Year 4 pupils are in Class 2. There has been a complete change of teaching staff over the last two years.

HOW GOOD THE SCHOOL IS

Crowcombe Church of England Voluntary Aided First School is a good school and is effective in many areas of its work. Standards in reading, writing and mathematics are above average by the end of Key Stage 1. Standards in English, mathematics and science are above average by the end of Year 4. When these standards are judged against levels of attainment on entry into school, pupils of all abilities make good progress. Standards in all other subjects are broadly in line with what is expected of pupils of their age, with standards above expectations in art and design at both key stages and history at Key Stage 2. The good progress that pupils make is the result of effective leadership and management of the headteacher and good teaching. Standards of care are high, teamwork is very strong and there is a good capacity to succeed still further. Pupils benefit significantly from the excellent relationship the school has with its parents and the local community. Despite its above average costs per pupil, the school provides good value for money.

What the school does well

- Standards in reading, writing and mathematics are above average at the end of Key Stage 1; standards in English, mathematics and science are above average at the end of Year 4.
- Teaching is good overall and the quality of teamwork amongst staff is excellent.
- Pupils have very good attitudes and behaviour; relationships amongst pupils and staff are excellent.
- Provision for pupils' moral and social development is very good.
- The school's links with its parents and the local community are excellent; levels of care for children are very high.
- The headteacher provides a clear direction to the life and work of the school; action taken to meet the school's targets for improvement is very effective.
- Governors fulfil their responsibilities well and make effective use of the available finances.

What could be improved

- Assessment information is not always used well enough to plan activities to match individual pupil's needs, particularly those of the more able.
- There is no secure outside play area for the Foundation Stage children or enough large play equipment, including wheeled vehicles, to support some aspects of children's physical and creative development.
- Pupils are not prepared well enough for life in a multicultural society by the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. The good overall improvement the school has made since then has resulted from the headteacher's leadership and the effective support she has received from all staff, the governing body and parents. The weaknesses highlighted by the previous key issues have been resolved. National Curriculum requirements for information and communication technology are fully implemented and pupils' standards are now in line with expectations. Schemes of work are in place for all curriculum subjects. Procedures for assessing and recording pupils' progress through the school are good. An important factor in the school's improvement is the positive response made by the diocese to issues in the last report that highlighted disadvantages to pupils' education caused by the lack of a hall. Subsequent additions to the school accommodation, including a hall and a classroom, have made a significant contribution to pupils' physical education standards, as well as enhancing several other aspects of school life. Compared with judgements made at the last inspection, the quality of teaching has made a significant improvement and the school now provides good value for money. However, the school has been slow to respond to criticisms relating to provision for children in the Foundation Stage and the promotion of multicultural education, and these require further attention.

STANDARDS

The number of pupils taking the end of Key Stage 1 national tests and assessments each year is often less than ten. Consequently, comparisons of the school's results with national averages and those of similar schools are not reliable measures of achievement. Results at the end of Key Stage 1 over time, however, show that standards are often above, and sometimes well above, the national average in reading, writing and mathematics. For example, in the 2001 end of Key Stage 1 tests, pupils' achievements were well above the national average in mathematics, above the national average in writing and broadly average in reading. Results are closely linked to pupils' levels of attainment on entry into school and, as a result, there are occasions when national test results are below average, for example, in mathematics in 2000. However, school data shows that, in this instance, pupils made good progress from a low starting point assessed when they entered reception.

Children in the Foundation Stage make good progress in their personal, social and emotional development and exceed the expected standards by the time they enter Year 1. Children make satisfactory progress in communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and achieve the expected standards.

Standards achieved by Year 2 pupils are above average in reading, writing, mathematics and art and design. Standards in science, design and technology, geography, history, information and communication technology, music and physical education are broadly average. Standards achieved by Year 4 pupils are above average in English, mathematics, science, art and design and history. Standards in design and technology, geography, information and communication technology, music and physical education are average. Standards in religious education are the subject of a separate inspection by the diocese.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. In the Foundation Stage and at both key stages pupils' attitudes are reflected in their high levels of concentration and their evident enjoyment of lessons.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous to staff and visitors to the school.

Personal development and relationships	Excellent. Pupils develop responsible attitudes from an early age. They co-operate well in group activities and show considerable respect for each other and all adults in the school.
Attendance	Good. There is very little unauthorised absence. Registration procedures meet statutory requirements.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good overall and, with very few exceptions, meets the needs of all pupils. One of the main reasons for this is that, on a daily basis, lessons are planned well, with activities that interest and challenge pupils, so that they remain motivated and willing to learn. Teachers and learning support assistants work very well together. Pupils who need additional support benefit well from the high levels of teamwork and co-operation amongst staff. Teachers have identified those pupils who are more able and plan activities for them in lessons, but there are occasions in most subjects when more could be demanded of them. Resources provided in lessons are often of good quality and quantity, which help pupils move on in their learning at a good pace. Relationships with pupils are very good and make a significant contribution to the standards achieved. Teachers treat pupils with respect, valuing their opinions and work. As a result, pupils have very good attitudes to their schoolwork. Teachers' expectations of pupils' achievements and behaviour are generally high, but the standard of presentation of pupils' work is sometimes lower than might be expected.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils' learning is extended well by a good range of trips, visits, residential experiences and after-school clubs.
Provision for pupils with special educational needs	Good. Pupils who need additional support are often identified in the Foundation Stage. Individual education plans contain manageable targets and progress towards these is regularly reviewed with both pupils and parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is very good. Provision for pupils' spiritual development is good. Provision for pupils' cultural development is satisfactory, but there is insufficient emphasis on preparing pupils for life in a diverse multicultural society.
How well the school cares for its pupils	Very good. The attention given to pupils' welfare and safety is of a high standard, with very good support and guidance for pupils. Procedures for assessing pupils' attainment and progress are good. Information gained is generally used well to match work closely to pupils' needs. However, the level of challenge planned for more able pupils is not always high enough.

The school works extremely well in partnership with parents. The excellent links established with parents and the local community make a significant contribution to pupils' standards and the life and work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher's leadership ensures that all members of the school community are involved in establishing targets for improvement and monitoring progress towards achieving these. She is well supported by all teaching and non-teaching staff, who carry out their responsibilities conscientiously.
How well the governors fulfil their responsibilities	Good overall. Governors are developing their understanding of the school's strengths and areas for improvement and this helps them to give good support and guidance to the headteacher and staff.
The school's evaluation of its performance	Good. The headteacher has established effective procedures for monitoring and evaluating the success of initiatives in the school improvement plan and of the quality of teaching and learning. As a result, action taken by staff and governors to tackle areas identified as requiring improvement is effective.
The strategic use of resources	Good. Governors and staff are continually seeking ways to make best use of staff, accommodation and learning resources, as well as additional funds, to raise standards.

The quality of teamwork amongst staff and governors is very good and all are committed to raising standards. Self-review procedures are used effectively to challenge decisions, compare achievements with other schools and seek best value for money in goods and services purchased. Standards of accommodation and resourcing are mainly good, but there is not enough large outside play equipment or a secure outside play area for the Foundation Stage children.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school, make good progress and behave well. The good standard of teaching and the high expectations teachers have of children's academic and social achievements. Children are helped to become mature and responsible. The information provided about their children's progress. The school works closely with parents and deals well with their questions or problems. The school is well led and managed. 	<ul style="list-style-type: none"> The homework set for children. The range of activities outside lessons.

Inspectors endorse all the aspects that please parents. The amount of homework is judged to be typical of most primary schools. The range of trips, visits, residential experiences and after-school clubs is judged to be good for this size of school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- The social and emotional development of Foundation Stage children exceeds expectations.
- Standards have improved well since the last inspection.
- Standards in reading, writing, mathematics and art and design are above average by the end of Key Stage 1.
- Standards in English, mathematics, science, art and design and history are above average by the end of Year 4.
- Pupils of all abilities achieve well and make good progress in English and mathematics.

Areas for improvement

- Foundation Stage children's physical and creative development is restricted by the lack of outside play facilities and equipment.
- More able pupils are not always challenged enough.
- Standards of work presentation are not always high enough.

1. Foundation Stage children make satisfactory progress overall. They are prepared well for work in Key Stage 1 because activities are matched closely to individual needs identified early on in the children's first term in school. During Key Stage 1 and Key Stage 2, pupils of all abilities make good progress as a result of good teaching and high expectations of what pupils can achieve. Pupils benefit from interesting and motivating activities planned by their teachers and this helps them to move on in their learning at a good pace, particularly in reading, writing and mathematics. At Key Stage 2, a strong emphasis on problem solving, investigative and experimental work in mathematics and science has led to above average standards, an improvement on those reported at the time of the previous inspection. More able pupils are not always challenged enough by their tasks and so their progress in some science, geography and history lessons is no more than satisfactory.
2. Children in the Foundation Stage vary in their attainment when they start school at age four but, over time, assessments made in the first term in reception show attainment to be similar to the national average. Staff are particularly successful at promoting pupils' personal, social and emotional development as a result of high levels of care and effective procedures for promoting co-operation and good behaviour. As a result, children achieve well and make good progress, exceeding the expectations for their age by the end of the reception year. Progress in communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development is satisfactory and virtually all children attain the nationally expected targets, called early learning goals, in these areas. However, children's achievements in physical and creative development are no better than satisfactory because the lack of a secure outside play area and large play equipment limits the amount of progress children can make.
3. The number of children who start school each year is small and often less than ten. As a result, comparing pupils' achievements with all primary schools nationally and

schools in similar circumstances using the results of national tests at the end of Key Stage 1 is not a reliable method. What results do show, however, is that pupils at the end of Key Stage 1 often achieve above or well above average standards in reading, writing and mathematics. Results vary from year to year and this is due largely to variations in the level of pupils' attainment when they start in reception. School data gained from analysis of national test results and school tests and assessments show that pupils make good progress from their level of attainment on entry and achieve targets set by staff. Inspection evidence supports this. Scrutiny of data relating to the levels of attainment on entry of the current Year 2 and Year 4 pupils shows that progress is at least good, and in some instances very good, particularly in Year 4 in mathematics, where pupils make very good progress.

4. There has been a good improvement overall in standards since the previous inspection. Above average standards in reading, writing and mathematics have been maintained at Key Stage 1. Above average standards in English at Key Stage 2 have also been maintained. Mathematics and science standards have improved and are now above average. Standards in information and communication technology and physical education have improved from below average standards and are now average. Standards are better because of improvements to the quality of teaching and learning, accommodation and resources.
5. Inspection findings are that, overall, pupils make good progress from their individual levels of attainment on entry. By the end of Key Stage 1, standards in reading, writing, mathematics and art and design are above average and pupils achieve well. Standards in science, design and technology, geography, history, information and communication technology, music and physical education are average. By the end of Year 4, standards in English, mathematics, science, art and design and history are above average. Standards in design and technology, geography, information and communication technology, music and physical education are average. Standards in religious education are the focus of a separate inspection by the diocese.
6. Pupils' achievements in English and mathematics at both key stages are good for several reasons. The quality of teaching and learning is consistently good and sometimes it is better than this. National guidelines for literacy and numeracy have been implemented and adapted very well so that pupils benefit from using skills learned in English and mathematics lessons in other subjects, such as science, geography, history and information and communication technology. Teachers plan activities for pupils that are interesting and motivating, helping them to concentrate hard and make good progress. There are gains for pupils in there being two and sometimes three year groups in one class. As a consequence, teachers know their pupils very well and effectively manage and organise the continuous and progressive development of skills between year groups and key stages. The effects of this are seen in subjects such as art and design, history and music, where teachers' close knowledge of their pupils' attainment and progress helps them to make good decisions whilst lessons are in progress as to what pupils should do next to improve.
7. Pupils benefit from generally good levels of inclusion in lessons, so that pupils of all ages, abilities and gender are included in, and have access to, the curriculum. This is particularly evident in the school's successful efforts to make sure that the significantly small minority of girls has equality of access and opportunity. As a result, there is no significant difference between the achievement of boys and girls. There is, however, a shortage of special challenges for more able pupils, in addition to the demands made of them in their daily lessons, in subjects such as science, geography, history and information and communication technology. The school has

identified these pupils as requiring additional support to extend their learning, but has yet to incorporate some special challenges for them each term in curriculum planning. Pupils with special educational needs make good progress towards the targets in their individual education plans and achieve well. Classroom support is good, particularly from the learning support assistants, and the special needs co-ordinator maintains an effective overview of these pupils' achievements.

8. Pupils' literacy and numeracy skills are good, particularly their speaking and listening skills. This is because there is a strong emphasis on involving pupils in whole-class discussions in all lessons. Teachers have high expectations of pupils' ability to give reasons for their comments and answers. For example, pupils in the Key Stage 2 class know that, if they make a suggestion or comment, their teacher encourages them to follow it with a statement beginning with 'because...'. This good practice results in conversations and discussions of high quality. Reading and writing are taught consistently well in both classes, with many opportunities in other subjects to use and extend these skills. However, teachers' expectations of pupils' standards of handwriting and spelling in their exercise books are surprisingly low. Pupils achieve well in numeracy lessons as they recall number facts to support mental calculations. This helps them to make good progress in mathematics lessons.
9. Pupils' enquiry skills are well developed and this helps their achievements in science, history, geography and information and communication technology. Teachers provide good quality resources, such as books, photographs, artefacts and software programs, to encourage pupils to look for clues in pictures and texts and draw simple conclusions from the results of their investigations and experiments. Pupils' achievements in this respect are better at Key Stage 2 than at Key Stage 1 and this is one of the main reasons why standards in science and history are higher at Key Stage 2 than at Key Stage 1. Pupils at both key stages achieve well in art and design because skills are taught step by step along with a good range of different media and styles for pupils to experience. Pupils' achievements are good in musical composition. They respond well to teachers' high levels of expectation in this aspect of the subject. In physical education, pupils at both key stages are beginning to make rapidly more progress over time in dance and gymnastics as they benefit from additions to the accommodation and resources.

Pupils' attitudes, values and personal development

Strengths

- Pupils' enthusiasm for school, behaviour and attitudes to work are very good.
- Relationships between pupils are excellent, particularly in the high levels of co-operation in group activities in lessons.
- Pupils are mature and responsible from an early age.
- Pupils' attendance and punctuality are very good.

10. Overall, pupils' attitudes and behaviour are very good. Relationships between pupils and teachers and amongst pupils themselves are excellent. This represents an improvement on the good and sometimes very good standards reported at the time of the previous inspection.
11. Pupils achieve well because they have very good attitudes to their work. They show evident enjoyment when working in class lessons and are keen to join in discussions and to get on with practical activities. These qualities develop at an early age. For example, Foundation Stage children were observed showing sustained levels of concentration and effort as they tackled activities in a numeracy lesson with a learning support assistant. They were pleased with their achievements and those of others. Key Stage 1 pupils worked hard in a dance lesson. They were eager to take part and put considerable effort into practising and refining their skills. In literacy and numeracy lessons, Key Stage 2 pupils were keen to get on with their practical work and tried hard to meet the challenges set by their teachers. In all these instances, pupils' very good attitudes made a significant contribution to their achievements and the good progress they made in the lessons.
12. Standards of behaviour are very good. Pupils conduct themselves sensibly and are polite, courteous and respectful to all adults and visitors to the school. As a result, playtimes and lunchtimes are sociable occasions, with very few instances of unpleasantness or poor behaviour. Codes of conduct devised by the pupils are displayed in classrooms but they are not prominent as pupils are familiar with them and abide by them. Older pupils provide good role models for younger pupils in the way they carry out their duties and responsibilities and by the way they conduct themselves in lessons and assemblies.
13. The respect that pupils show for each other and for adults means that relationships are excellent. Pupils have a very good awareness of the impact of their actions on others and this reflects the strong Christian ethos that pervades the life and work of the school. The benefit to pupils is in the very good quality of group activities in lessons, where high levels of discussion and the sharing of ideas and resources make a significant contribution to pupils' achievements.
14. Levels of attendance are above the national average and are similar to those reported at the time of the previous inspection. Unauthorised absences are very rare. The attendance of all pupils is very good and, apart from illness, the main reason for absence is holidays taken in term time. Pupils arrive on time so that lessons start promptly. Registration procedures fully meet the requirements.

HOW WELL ARE PUPILS TAUGHT?

Strengths

- Teaching standards have improved well since the last inspection.
- Teachers make effective use of the National Literacy and Numeracy Strategies.
- Pupils are encouraged to give reasons and provide evidence to support their answers, views and opinions and this challenges their thinking.
- Teachers have high expectations of pupils' academic and social achievements.
- Lessons contain interesting activities which motivate pupils and sustain their interest.
- Pupils benefit from very good teamwork amongst teaching and non-teaching

staff.

Areas for improvement

- More able pupils sometimes have to complete the same tasks as other pupils before being given more challenging work.
- Pupils are not always expected to write and draw neatly in their exercise books.

15. The quality of teaching and learning is good overall. Sixteen lessons were observed during the inspection. Twelve of these were judged to be good or better. Of these, five were very good. The remaining lessons were satisfactory. Teaching is good overall at the Foundation Stage, Key Stage 1 and Key Stage 2. The quality of teaching is good in English and mathematics. No lessons were observed in design and technology and geography. At least one lesson was seen in all the other curriculum subjects, including one personal, social and health education lesson. This did not provide enough evidence to make secure judgements about the quality of teaching and learning in these subjects, though what was seen was mainly good and sometimes better.
16. At the time of the previous inspection, eight per cent of lessons were judged to be unsatisfactory and about half were good or better. The quality of teaching and learning has improved since then. This is due to improvements to teachers' subject knowledge, higher expectations of what pupils can achieve and more effective monitoring and evaluation of teaching standards by the headteacher and staff.
17. The quality of teaching and learning in the Foundation Stage is good overall. Staff provide an interesting learning environment with a satisfactory range of resources for children to use. Activities are usually matched well to pupils' needs, based on programmes of work established after the initial assessments made on entry into school. Pupils soon become confident and happy in the caring, supportive environment. Staff have good links with parents, which begin before the children start school, and this is another reason why children soon settle and develop good attitudes to their work and play.
18. An important reason why the quality of teaching and learning is good is the way teachers regularly evaluate lessons. Since her appointment, the headteacher has established a positive approach amongst all staff to regular reviews of planning, observations of lessons and sampling of pupils' work. This means that future lesson plans are adjusted to make them more successful and improve pupils' achievements. These procedures highlight areas where teachers' background knowledge in some subjects needs to be further developed or extended and inform the programme of training followed by all staff. For example, the school has identified that there are weaknesses in the provision for multicultural education and a member of staff is attending training to improve expertise in this aspect of school life.
19. Teachers make effective use of national guidelines to support their planning. The National Literacy and Numeracy Strategies have been successfully adapted to suit the needs of pupils. For example, an improvement since the last inspection is the quality of oral work in both literacy and numeracy. Pupils are constantly challenged to give reasons for the comments and observations they make in literacy lessons and to provide evidence to explain the methods used to achieve their answers in numeracy lessons. As a result, the standard of pupils' speaking and listening skills is above average at both key stages and pupils join confidently in discussions. These methods benefit pupils' learning in most other subjects. For instance, pupils in the Key Stage 2

class were observed discussing the possible formation of a school parliament. The teacher used questions well to raise pupils' interest in the theme and all pupils gave sensible, considered views as to how a school parliament might work. The session ended with an agreed decision that the oldest pupils should be representatives first to make sure that they had a turn before they left the school.

20. Teachers' high expectations of pupils' academic and social achievements make a significant contribution to pupils' achievements. However, standards are not set so high that they are not achievable, but are based on close analysis of assessment information and secure knowledge of the National Curriculum levels of attainment. This means that pupils are invariably interested in the tasks planned for them and their concentration and effort are sustained throughout the lesson. A common feature of the lessons observed during the inspection was the high level of pupils' involvement and eagerness to tackle their work. For instance, in a numeracy and a science lesson in the Key Stage 2 class, the teacher had to sensitively curb pupils' keenness at the start of the lessons to get on with their practical work so that the purpose and direction of the lessons were clearly understood.
21. A scrutiny of past work and lesson observations show that more able pupils sometimes tackle the same work as other pupils before being given more challenging tasks. This method of teaching is appropriate in some situations, particularly at the beginning of a new unit of study. There are times, particularly in science, geography and history lessons, when these pupils could begin their work with the more difficult tasks to move them on in their learning at a greater pace. Pupils' work also shows that teachers' expectations of the quality of handwriting and work presentation are not consistent. Work prepared specially for display is often of good quality, but a significant amount of the day-to-day work in pupils' exercise books does not match these standards.
22. Teachers treat pupils in a mature and respectful way and this is one of the main reasons why pupils' attitudes and behaviour are very good. Whole-class sessions at the beginning and end of lessons are characterised by the way pupils join confidently in offering views, opinions and answers to questions. This is because teachers value what pupils have to say, however inaccurate it might be. This was seen in the strong relationships that exist between all teachers, learning support assistants and pupils and results in a calm working atmosphere conducive to good quality of teaching and learning. Teachers make very effective use of learning support assistants. Assistants often work with pupils who have been identified as requiring additional support, but also support other pupils' learning. For instance, during the inspection, all the Foundation Stage children received well-planned support from a learning support assistant, especially when they worked together out of the classroom.
23. Teachers make effective use of the good quantity and quality of resources in lessons. As a result, pupils respect books and equipment and treat them with care. For example, in the music lessons observed, pupils handled instruments appropriately and benefited from having a wide range to choose from. Resources outside the classroom are used to pupils' advantage, including the school grounds, the local village and places of educational value further afield. As a result, pupils' interest in their learning is enhanced. For instance, Key Stage 1 and Key Stage 2 pupils show a well-developed knowledge and understanding of the local area because of the good use made by teachers of the village as a resource in geography and history lessons.
24. The teaching of pupils with special educational needs is good overall. These pupils are fully included in all school activities and achieve well as a result. Activities planned

in lessons are linked closely to targets in pupils' individual education plans. Teachers and learning support assistants have a good knowledge of the targets and this means that pupils make good progress towards achieving them.

25. A small minority of parents expressed some concern about the amount of homework. Inspectors do not share these concerns. Provision is typical of most other primary schools nationally. It supports pupils' learning well in literacy and numeracy, and reading in particular benefits from good support by parents at home. Year 4 pupils are well prepared for the amount of homework they are likely to receive in their next stage of education.

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

Strengths

- The quality and range of learning opportunities are good.
- The curriculum is extended well by a good range of extra-curricular activities.
- Provision for the promotion of pupils' spiritual development is good and, for moral and social development, it is very good.
- There is a very effective programme of personal, social and health education.

Areas for improvement

- Aspects of the Foundation Stage curriculum are restricted by the lack of a secure outside play area and outside play equipment.
- Subjects of the curriculum are not used well enough to promote pupils' multicultural awareness.

26. At the time of the previous inspection, the report highlighted deficiencies in the balance of the curriculum, provision for design and technology, information and communication technology and the Foundation Stage, and subject schemes of work. Improvement since then has been good. Governors and staff have worked hard to overcome the criticisms and, apart from aspects of provision for the Foundation Stage, all the issues have been dealt with successfully. As a result, the quality and range of learning opportunities are good.
27. The school makes very effective use of national guidelines to plan the curriculum and this makes a significant contribution to the overall quality of pupils' learning and the progress they make. In reception, learning is linked closely to the requirements of the National Foundation Stage Curriculum. At Key Stage 1 and Key Stage 2, all National Curriculum subjects meet statutory requirements. The National Literacy and Numeracy Strategies are well established in the curriculum.
28. Children in the Foundation Stage benefit from a curriculum that is carefully planned to meet the requirements of the six recommended areas of learning: communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and personal, social and emotional development. Opportunities for outdoor activities are limited, however, because there is no secure play area and no large play equipment or ride-on wheeled toys. This affects children's progress in developing skills and control in the independent use of large equipment.
29. The headteacher and teaching staff co-operate well to produce long- and medium-term plans, which give a clear indication of what is to be taught. Planning identifies

work to be undertaken by three broad ability groups and this helps to ensure that all pupils have equality of access to the planned curriculum. Significantly, teachers review their planning at the completion of units of work to see how teaching can be improved in the next round of planning. Although the quality of this planning is generally good, it does not always ensure that activities are precisely matched to individual pupil's needs, particularly to those of the more able pupils.

30. Provision for pupils with special educational needs is good. A key factor in the quality of provision is the good knowledge and understanding that teaching and non-teaching staff have of the targets in pupils' individual education plans. This means that activities in lessons are closely linked to what pupils need to do to improve. Pupils have a good awareness of their targets and this makes a significant contribution to their good achievements and progress.
31. At both key stages, the provision for personal, social and health education is very good and is a strength of the school. Pupils understand well basic facts about remaining healthy. They are successfully encouraged to work together and to take responsibility for their actions. This means that teachers are able to engage in wide-ranging debates about interesting topics. For example, pupils in the Key Stage 2 class were observed discussing the good and evil characteristics of monsters such as Cerberus, the watch dog of the underworld. Pupils responded sensibly and with thoughtful comments. Pupils in the same class worked very well together to create musical performances combining computer technology and musical instruments. These mature attitudes result in good quality of learning.
32. The school provides a good number of extra-curricular activities. After-school clubs include football, nature and recorder clubs. Pupils have the opportunity to attend two clubs per week and most pupils take up these opportunities. The school makes good provision for other types of extra-curricular activity, including visits to places of interest within the local area and further afield. These are directly linked to the curriculum and have included visits to a castle, a stately home, a zoo and the local church. There is a residential visit where pupils undertake adventurous outdoor activities such as orienteering. All these arrangements make a positive contribution to pupils' academic and social achievements.
33. Relationships with other schools are good and pupils benefit from effective curriculum links teachers have with the partner middle school. A particular feature is the care taken to ensure pupils receive their full entitlement to all the National Curriculum Programmes of Study at Key Stage 2. The first school accepts responsibility to teach certain aspects of the Programmes of Study and the middle

school to teach the other aspects. These good arrangements to ensure smooth transition to the middle school contribute well to the pupils' continuity of learning as they move from one phase to another.

34. Provision for the promotion of pupils' spiritual development is good. Pupils are provided with many opportunities for reflection. For example, daily acts of worship are calm and peaceful. Opportunities for reflection are provided in music lessons and during visits to the local church, when pupils were encouraged to simply sit quietly, to look and to absorb the atmosphere. As a result of one of these occasions in the church, pupils produced a series of thoughtful sketches and drawings of artefacts and architectural features, celebrating the skills of the crafts people who had worked there in the past. Lessons set aside for group activities, known as circle time, provide pupils with good opportunities to reflect and to express their feelings in response to a chosen topic.
35. Provision for pupils' moral and social development is very good. All adults set a very good example by their courtesy, care and respect for pupils and there are clear codes of behaviour. Pupils are very well aware that they are responsible for their own behaviour and the way that they care for each other and for the environment. This is because teachers plan regular opportunities for the development of social skills such as working together, taking turns and sharing and for discussions about moral values. Pupils respond well to these and, in turn, relate well to others and give thoughtful consideration to matters such as the formation of a school parliament. During a Key Stage 1 class physical education lesson, individual pupils were invited to perform actions for other pupils to evaluate. This was done with courtesy, pupils pointing out successful parts of each performance as well as suggesting ways that the performance could be improved. This helped pupils to improve the quality of their own performance. Educational visits during the school year provide opportunities for pupils to extend and develop their social relationships with each other and with their teachers and other adults.
36. The provision for pupils' cultural development is satisfactory overall. There are good opportunities for pupils to study the richness of their own culture. For example, elderly members of the community are invited to talk to pupils about their upbringing in the village. Pupils visit the local church and other significant and unique buildings in the area. Somerset carols are learned and performed at Christmas. The school does not do enough to prepare pupils for life in the multicultural world in which they are growing up. Judaism is covered as part of the religious education curriculum and the school has acquired appropriate artefacts for the teaching of this subject. As part of the geography curriculum, pupils study life in Uganda and the Gambia and draw comparisons with their own locality. However, opportunities are missed in the creative subjects, such as art and design and music, to broaden pupils' experiences in this aspect of their cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- It is a very caring school where children's individual needs are very well met.
- Arrangements for child protection, health and safety are very good.

- Procedures for promoting pupils' regular attendance and good behaviour are very effective.

- Procedures for assessing pupils' attainment and progress are good.

Area for improvement

- Assessment data is not always used sufficiently well to identify the next steps in the learning of individual pupils, particularly the more able.

37. At the time of the last inspection, the school was reported to be very caring, with pupil's individual needs very well met in the strong family atmosphere. These standards have been successfully maintained. Teachers know their pupils very well. Pupils like their teachers and readily go to them if they need help or guidance. The high levels of care make a significant contribution to the confidence with which pupils join in school life and the very good attitudes they have to their work.
38. Child protection procedures are very good. They are based firmly on the local education authority's guidelines and are well understood by staff. Awareness and vigilance by all staff is very high. As a result of the wide knowledge that staff have of individual pupil's backgrounds and circumstances and the strong community links, problems, if and when they occur, are very quickly noticed and acted upon.
39. Health and safety procedures are very good. Governors and staff regularly carry out health and safety inspections, and the outcomes are properly recorded and appropriate action taken. For example, governors are currently reviewing the potential risks, and how they might be minimised, in a plan to re-establish a pond in the school environmental area. A governor periodically carries out a risk analysis at the school and, once a year, a local authority expert carries out a check. The school caretaker is a member of the safety committee and she makes a daily informal check for potential hazards.
40. The school has a very effective personal, social and health education programme. It covers sex education, substance abuse, healthy eating and dental hygiene in a positive way and successfully encourages pupils to recognise the importance of caring for themselves. It includes regular opportunities for pupils to talk about moral and social issues in group discussions, called circle time, and these play an important part in helping pupils to feel safe and secure in the school environment.
41. The calm, purposeful and happy atmosphere, which is a feature of the school, is due mainly to the very good procedures for promoting good behaviour and responsible attitudes. Teachers treat pupils with considerable respect and value what they say and do. In this way, they are very good role models and pupils respond well to the excellent example they set. As a result, pupils develop a strong awareness of the impact of their actions on others and instances of oppressive behaviour or discriminatory behaviour are rare. Pupils are given a wide range of responsibilities for the management and organisation of daily classroom routines and other aspects of school life such as preparation of the hall for assemblies. Pupils carry out these duties willingly and responsibly.
42. Procedures for monitoring attendance are very good. Pupils attend school regularly and arrive on time. Teachers and administrative staff quickly follow up the occasional unexplained absence. Apart from illness, the main reason for authorised absence is for family holidays in term time, something which the school is trying to persuade parents to avoid if at all possible. Unauthorised absences are very rare.

43. The school has good policies and a wide range of procedures to assess pupils' academic and personal development. These are applied in a consistent manner across the school. This is an improvement since the previous inspection. Information gained from assessment procedures is used well to identify areas for development in curricular planning. For example, greater use is made of other subjects as the starting point for work in literacy, such as the compiling of a dictionary of Christian terminology, in a series of literacy lessons linked to religious education. This approach is successful in bringing more relevance to pupils' tasks and increasing their interest and motivation.
44. All pupils are identified on target sheets that contain predictions relating to their attainment in English, mathematics and science at both key stages. Teachers are making effective use of individual assessment books to make assessments of pupils' attainment and progress in all subjects at the end of each unit of study. Individual targets are reviewed with a view to modifying targets if necessary. Targets are well judged and achievable and help both teachers and pupils to determine the content and purpose of lessons. Procedures that follow, or track, pupils' achievements in English, mathematics and science are effective and ensure that teachers are able to check the rate of pupils' progress at regular intervals.
45. Assessment data is used satisfactorily in daily lesson plans to identify three groups of differing ability and to vary activities to suit the needs of the individual pupils in these groups. Classes cover a wide age range and, whilst this style of planning allows for additional challenges for more able pupils, there are times when the data is not used precisely enough to fully extend these pupils. Assessment information is used well to identify pupils who need extra support, especially pupils with special educational needs. A good start has been made in identifying talented or gifted pupils and providing opportunities within the curriculum to extend their particular talents. The school monitors attainment by different groups well and is aware of pupils who are doing less well than their peers. As a result, pupils often work in selected pairs that will be supportive to each other and this helps them to achieve well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- The school has an excellent partnership with parents, with significant benefits to pupils' academic and social development.
- Parents make an excellent contribution to the life of the school in providing help and support, as well as additional funds.
- The school is very highly valued in the local community.

46. At the time of the last inspection, the school's relationship with its parents was reported to be very effective. There were some concerns from parents about the information received from the school about the curriculum and there were some minor omissions of statutory requirements in annual reports and the school

prospectus. These have been tackled effectively and, along with a general improvement in the access parents have to the headteacher and teaching staff, the partnership the school has with its parents is judged to be excellent.

47. The results of the parents' questionnaire and the outcome of the meeting with parents prior to the inspection, show that parents have a very high opinion of the school and are very pleased with the education and care provided for their children. Parents reported that they are very pleased with the information provided for them about the school, its programme of work and activities and the progress and achievements of their children. Virtually all parents attend the open days to review their children's work. Teachers and administrative staff are readily available, particularly at the beginning and end of the school day, to deal with any individual concerns. Parents also contribute their ideas and comments in an annual questionnaire, as well as through the parents who represent them on the governing body.
48. Parents are very pleased with the quality of teaching and learning and like the fact that teachers have high expectations of their children and help them to become mature and responsible. Parents are particularly happy about the way the school works closely with them and responds positively to their suggestions or concerns. Parents are quite comfortable about approaching the school with problems or queries that they wish to discuss. Parents believe that the school is well led and managed.
49. A small minority of parents has a concern about the amount of homework, although at the parents' meeting opposite views were expressed as to whether children received too much or too little. A larger minority of parents does not agree that the school provides a satisfactory range of activities outside lessons.
50. Inspectors agree with parents' positive comments. The amount of homework is judged to be typical of most other primary schools and makes a significant contribution to the extension of pupils' literacy and numeracy skills in particular. For the size of school, the range of activities outside lessons is judged to be good, with benefits to pupils in creative and sporting activities in the after-school clubs, as well as in the extensive range of trips, visits and residential experience provided.
51. Parents give excellent support to the life and work of the school. The Friends of the School association runs imaginative and ambitious events. For instance, last year's ball attracted 250 supporters and a gymkhana is very popular with children and their parents. These have added enormously to the school's social life and community involvement, whilst raising very valuable funds for the school. In recent years, sufficient money has been raised to help pay for a loan taken out towards the cost of a much needed school extension, enabling the school to successfully overcome shortcomings noted in the previous inspection. Most parents volunteer to help in many ways, for example in the school, on trips and with social events. A group of parents regularly provides support with the school dinners. Almost all parents help with their children's learning at home, mostly by hearing them read and practising spellings and number work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The headteacher provides effective leadership and promotes very good teamwork amongst all staff.
- Priorities for school improvement are very appropriate and are well documented in the school improvement plan.
- Governors are very supportive of the headteacher and staff and fulfil their responsibilities well.
- Financial administration is effective and efficient.
- There is a strong commitment amongst all governors and staff to raise standards further.
- Staffing, accommodation and learning resources are used effectively and efficiently.

Area for improvement

- There are insufficient resources to support some aspects of learning in the Foundation Stage.

52. The headteacher has been in post for just under two years. In that time, she has led the staff well in addressing the key issues from the last report. Her belief in the importance of parental involvement in their children's learning has led to the establishment of excellent links with parents and the local community, with significant benefits to pupils' academic and social development. The headteacher's open and democratic style of leadership promotes very good teamwork amongst all staff and governors, confident and relaxed pupils and a shared commitment to raising standards. The aims of the school are promoted very well in its life and work and are at the centre of initiatives to raise standards in the school improvement plan. The results of this are seen in pupils' excellent relationships, their very good attitudes and behaviour and parents' considerable satisfaction with the aims and values the school promotes.
53. The headteacher has a teaching commitment for more than half the week as well as her management role. This leaves little time for monitoring and evaluating the work of the school. However, she has introduced effective procedures to assess the effectiveness of the quality of teaching and learning and to identify strengths and areas for improvement in standards. These procedures are successful because they involve all teaching and non-teaching staff in regular discussions, sampling of pupils' work and lesson observations. This has created a positive climate of school improvement and effective self-evaluation. For example, in the 2001 summer term, staff undertook a major review of all curriculum areas. This resulted in the identification of areas for improvement in all subjects and action plans to show how these could be implemented. Some of the outcomes were seen during the inspection, for instance in improved standards in writing and the linking of skills common to several subjects in class projects.
54. Teaching and non-teaching staff give good support to the headteacher and carry out their roles conscientiously. As the number of staff is small, each member's responsibilities are extensive, but the headteacher ensures that they have the

support they need to carry these out effectively. Strong teamwork means that staff work together on all the school priorities and the headteacher ensures that targets each term are manageable and achievable.

55. There is good and effective management of pupils with special educational needs. Identification of needs often occurs early on in the Foundation Stage. The co-ordinator liaises well with teachers and support staff to produce individual education plans that contain targets linked closely to pupils' particular needs. Progress towards these is regularly reviewed and parents are kept well informed about their children's achievements. Activities in lessons are carefully planned to relate to the requirements of the individual education plans. The co-ordinator is leading staff well in the transfer of arrangements for the management of special needs education to a new national Code of Practice.
56. The members of the governing body are very supportive of the work of the headteacher and staff. Although virtually all the governors are relatively new to their posts, they take a keen interest in events and are developing a sound understanding of the school's strengths and areas that require improvement. Governors visit the school on a regular basis and report the outcomes to the headteacher and to the full governing body. In this way, they monitor and evaluate priorities in the school improvement plan and determine for themselves the effectiveness of their decisions.
57. The last inspection report identified some weaknesses with the school development plan. Development is now detailed in a school improvement plan that is very thorough in its content, with well-chosen priorities, timescales, responsibilities, costings and criteria by which success can be evaluated. The headteacher is largely responsible for the compilation of the plan, in conjunction with the teaching staff, but governors are becoming more involved in this process as they develop their knowledge and understanding. Governors are effective in their role of 'critical friend' and the minutes of full and sub-committee meetings show how well they question staff and each other about the life and work of the school.
58. Financial management is very effective. Governors and staff are conscious of the fact that the income per pupil is high when compared with all primary schools nationally and so strive to make sure that money is spent wisely. There is a close link between priorities and standards and governors only allocate funds if they are certain that pupils will benefit. For example, the school budget was used to make a major contribution to the building of a new classroom in order to free up hall space. As a result, physical education standards have improved, assemblies and school concerts are enhanced and the school is benefiting financially from letting the hall for community activities.
59. Additional funds are spent effectively. Grants for special educational needs, although small, are supplemented with funds from the school budget where necessary. The standards fund and funds raised by parents are used wisely and, as a result, teaching and non-teaching staff are well trained and pupils benefit from resources of good quality and quantity. Best value principles are applied well to all financial procedures. The school secretary makes a significant contribution to the efficient day-to-day control of finances. Her knowledge and expertise are used effectively to keep governors informed of budget details and to relieve the headteacher of some of her administrative responsibilities. Recommendations in the last school audit have been carried out.
60. Teaching staff have appropriate experience and expertise to meet the demands of the National Curriculum. There is a satisfactory number of learning support staff for the

number of pupils in the school. One learning support assistant is employed almost exclusively to support the learning of the Foundation Stage children. During the present long-term absence of the Key Stage 1 teacher, the headteacher currently provides all planning for this age group. Whilst this is not ideal, as she teaches in another part of the building, the planning is good and the support assistant, with the assistance of the temporary Key Stage 1 teacher, is skilled at developing individual pupil's learning. Parents have expressed their satisfaction with this arrangement, and the continuity of provision that it gives, until the class teacher returns. Other support staff are similarly skilled in their work and provide good support for pupils' learning. All staff attend appropriate training courses and this means they bring particular expertise to the review of the curriculum. Identified gaps in expertise are rectified with suitable training whenever possible, for example in multicultural education.

61. The standard of accommodation is mainly good and makes a significant contribution to the quality of teaching and learning. The two classrooms are of a reasonable size, light, airy and with pleasant outlooks across fields and farmland. Space is, however, limited in the Key Stage 1 class for all the Foundation Stage equipment to be available at all times to children. The library is of a good size and, although it is located in one of the classrooms, is regularly used by pupils from both classes. Teaching and non-teaching staff benefit from small, but well-appointed, offices and a staffroom. Responding to criticism in the previous inspection, the diocese and school governors established a new classroom, freeing up space for a small, centrally situated hall to provide good facilities for physical education, drama and whole-school gatherings. It is also used on two mornings a week by a local playgroup, effectively extending the school's links with the local community. Externally, there is a spacious hard play area and a small playing field, part of which is being developed as an environmental area. Governors are aware that outside accommodation for the Foundation Stage children is not adequate and are considering ways to construct a secure, covered play area. All accommodation is maintained to a high standard through the governors' programme of building maintenance and the very good work of the caretaking staff.
62. Learning resources are mainly of good quality and quantity. They are used well to support pupils' learning in all areas of the curriculum and make a significant contribution to the overall good quality of teaching and learning. The library is well stocked with fiction and non-fiction books and there is a wide range of reading scheme books. There is a good number of computers, hardware and software and, as a result, pupils have regular access to information and communication technology equipment. Deficiencies in the resources for Foundation Stage children were highlighted in the last report, and these have been only partly rectified. There is a shortage of large play equipment, including wheeled vehicles, for these children to use outside the classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To further improve standards, the governors, headteacher and staff should:
- (1) Ensure that tasks for more able pupils provide them with consistently high levels of challenge by:
 - i) making certain more able pupils do not cover the same work as other pupils before they tackle more demanding work;
 - ii) providing some special challenges for them each term by which they can carry out independent research, follow their own lines of enquiry and devise their own experiments and investigations.
(Paragraphs: 1, 7, 21, 29, 45, 96, 118)
 - (2) Provide more opportunities in the curriculum, and other aspects of school life, to give greater emphasis to the promotion of pupils' awareness of life in a diverse multicultural society.
(Paragraphs: 36, 102, 125, 126, 130)
 - (3) Improve provision for the physical and creative development of children in the Foundation Stage by providing:
 - i) a secure outside play area;
 - ii) more large outside play equipment, including wheeled vehicles.
(Paragraphs: 2, 28, 61, 62, 65, 70, 71)

OTHER POINTS FOR THE SCHOOL'S CONSIDERATION

1. Raise teachers' expectations of pupils' presentation of work in their exercise books.
(Paragraphs: 8, 21, 79, 88, 111)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	–	5	7	4	–	–	–
Percentage	–	31	44	25	–	–	–

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	29
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7

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	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.1

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

The numbers of pupils taking National Curriculum tests has been very small, ie less than ten. The test results of such small numbers of pupils are not a reliable guide to the standards pupils achieve. The test results are not therefore published.

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	22
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	12.1
Average class size	14.5

Education support staff: YR – Y4

Total number of education support staff	2
Total aggregate hours worked per week	37

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	129,829
Total expenditure	119,234
Expenditure per pupil	3,614
Balance brought forward from previous year	5,165
Balance carried forward to next year	15,760

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	29
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	4	4	0
My child is making good progress in school.	57	39	0	4	0
Behaviour in the school is good.	70	26	4	0	0
My child gets the right amount of work to do at home.	30	52	13	4	0
The teaching is good.	43	52	0	4	0
I am kept well informed about how my child is getting on.	39	57	0	4	0
I would feel comfortable about approaching the school with questions or a problem.	61	35	0	4	0
The school expects my child to work hard and achieve his or her best.	48	48	0	4	0
The school works closely with parents.	43	52	0	4	0
The school is well led and managed.	48	48	0	0	4
The school is helping my child become mature and responsible.	61	30	4	4	0
The school provides an interesting range of activities outside lessons.	13	39	39	9	0

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

Strengths

- The quality of teaching and learning is good overall.
- Assessment information is used well to match tasks closely to children's individual needs.
- Children's achievements in their personal, social and emotional development are particularly good.
- Children are prepared well for work in Year 1.

Area for improvement

- Some aspects of children's physical and creative development are limited by the lack of an outside play area and appropriate large equipment.

64. There is a small group of reception children within the Key Stage 1 class. When children enter the school, most have had experience of playgroups or nurseries. As a result, levels of attainment on entry over time are broadly in line with the national average, with variations from year to year. Most children achieve well as a result of good quality of teaching and learning and very effective support from a learning support assistant. Planning is linked closely to the national Foundation Stage requirements. Effective use of assessment information, including an initial assessment of children's abilities soon after they start school, leads to a good match of planned activities to children's needs and this helps them to achieve well and make satisfactory progress. Consequently, children start the National Curriculum Programmes of Study in Year 1 with secure reading and writing skills and a sound understanding of number work.
65. The quality of teaching and learning is good. Relationships between teaching staff and children are excellent and children soon become confident learners. Sometimes, activities are linked closely to lessons taught to the older pupils in the class and this means that the younger children benefit from shared experiences. Teamwork amongst staff is very good and all have a good knowledge and understanding of the Foundation Stage curriculum and what children are expected to learn. Good routines and work habits are established as soon as children enter school. This is one reason why children make particularly good progress in personal, social and emotional development. Children show good attitudes to their learning and take part co-operatively in a wide range of practical and structured play activities. These good personal attributes are essential, as space for the Foundation Stage is limited in the classroom. Effective use is made of the hall, when it is not being used by the local playgroup, for children to experience some of the more physical activities. There are not enough appropriate outside activities planned because of a lack of a secure outside play area and suitable equipment.

Personal, social and emotional development

66. Children make good progress in this area of learning as a result of good teaching and the calm and supportive manner of the learning support assistant. They exceed the expectations of their personal, social and emotional development by the end of the reception year. Children are expected to work well together and take responsibility for

their work. Activities are planned which require children to share equipment, for example in role-play activities as children pretend to shop and help each other buy objects. The teacher plans activities which successfully promote positive communication through speech, action and writing. As a result, children learn to respect each other's views and realise they have a right to contribute to discussion. Emotional development is well catered for through role-play and through discussions, for instance, about how they would feel if, as one of the three bears, they found someone had eaten their food and damaged their furniture.

Communication, language and literacy

67. Children achieve well in this area of learning and make satisfactory progress because of carefully planned and delivered activities. Consequently, the majority of children achieve the expected standard for their age by the end of the reception year. All staff value what children say and successfully encourage them to talk about their personal experiences using appropriate vocabulary. The results of this are evident in the confident way that children talk freely about their work, and comment on stories they have heard. The teacher and learning support assistant help children to enjoy books by reading stories and poems and providing quiet times to browse through books. As a result, children handle books confidently and willingly tell a story that is reasonably well matched to the illustrations in a book. A good start is made to early reading skills, with reinforcement by staff of initial letter sounds. Letter formation is satisfactory, and most children write the first letter of a word correctly. More able children write single words accurately.

Mathematical development

68. Children achieve well in their mathematical development. All are likely to achieve, and some to exceed, the standards expected for their age by the end of the reception year. This is because staff match activities closely to children's individual needs based on assessments of their previous experiences. As a result, children count competently to 20. Most children are beginning to match cubes and beads to numbers and write figures correctly. For example, a group of children were observed taking part in counting activities. The learning support assistant changed the starting point for counting, for example from 3 instead of 1. This meant that the children were challenged to think carefully about the sequence in which the numbers occurred. This development of simple problem solving skills is a significant factor in the good progress that children make later on in the school in their mathematical work.

Knowledge and understanding of the world

69. Children make satisfactory progress in this area of learning and, by the end of the reception year, achieve the expectations for their age. The quality of teaching and learning is good. Children are taught effectively through carefully planned themes and activities which help them learn about the world in which they live through first-hand experiences. For example, children's knowledge is extended by visits to, and work and displays about, their local area. Staff encourage children to use plastic construction kits to build models of things they see around them such as a car or a house. Children do this competently and are very proud of their achievements. They use a computer keyboard to enter their name and are excited when it is printed. Staff take good advantage of the interest generated to get the children to draw a picture of themselves alongside their name. Staff plan purposeful play activities for children using sand and water, developing early science skills well. By careful intervention in all these activities and with skilful use of questions, staff are successful in promoting

correct use of vocabulary and make effective links with communication, language and literacy development.

Physical development

70. Children make satisfactory progress in most aspects of physical development and, by the end of the reception year, achieve the standards expected of their age. The quality of teaching and learning is good. For example, children have a satisfactory awareness of space around them, and move around the hall in physical activity lessons without invading other children's space. This is because the teacher uses a simple idea of space bubbles. Children climb in to these at the beginning of the lesson. This catches their imagination and they take great care not to burst their bubble by bumping into someone else. This is successful at teaching these young children control of their actions as they run, jump and hop. The school does not have an outside play area or a permanent standing climbing frame or wheeled toys to ride on. This means that physical activity can only take place at set times in the hall or when they are taken out as a group and this prevents children from exceeding expectations. Suitable emphasis is given to developing hand control through early drawing and writing skills. As a result, most children have a firm pencil grip and are beginning to form some letters correctly.

Creative development

71. Children make satisfactory progress in creative development and achieve the expected standards by the end of the reception year. The quality of teaching and learning is good and there is a wide range of well-planned activities provided each week. Children sing tunefully and with obvious pleasure during assemblies and when rhymes are sung in class. They use their imagination well to act out stories. For example, the children acted out, for the Key Stage 1 class, the story of the three bears returning to their house to find some of their food eaten and some of their furniture broken. They used appropriate voices, high and low, angry and concerned, to embellish their performance. Some aspects of children's development are, however, hindered by lack of suitable resources. For example, a recently purchased playhouse has been dismantled because of space limitations in the classroom. The lack of an outside play area and large play equipment means that children cannot invent games and act out roles to enhance their creative development.

ENGLISH

Strengths

- Standards in speaking and listening, reading and writing are above average at both key stages and pupils make good progress.
- The quality of teaching and learning is consistently good.
- Teachers plan innovative ideas which sustain pupils' interest and motivation in lessons.
- Pupils have very good attitudes to the subject and learn well as a result.

Area for improvement

- Skills learned in handwriting lessons are not transferred effectively to day-to-day work and presentation of work is sometimes untidy.

72. Standards in English by the end of Key Stage 1 and Year 4 have been successfully maintained at levels above the national average since the previous inspection. This is due to consistently good teaching and successful implementation of the National Literacy Strategy. Only small numbers of pupils take the end of Key Stage 1 national tests each year and so comparisons from year to year with the performance of all other schools and similar schools are unreliable. Results do show that standards are typically above or well above average. School data shows that pupils, including those with special educational needs, make good progress when matched against their level of attainment on entry into school.
73. Inspection evidence indicates that pupils in the present Year 2 and Year 4 are attaining standards above the national expectation for their ages in speaking and listening, reading and writing. Pupils with special educational needs achieve well and make good progress as a result of the effective support they receive.
74. Speaking and listening standards are above average. Teachers provide many opportunities for pupils to use and extend their skills and, as a result, progress is at least good and sometimes very good. A significant strength of the school is the quality of discussions in class lessons and assemblies. Pupils are willing to express opinions and they respond with pertinent answers to questions that show they have been listening to the discussion. They use a wide range of expressive vocabulary to put forward their ideas. For example, Key Stage 2 pupils, when discussing Ancient Greek monsters, drew on a wide range of imaginative language to describe the character of their chosen monster, using words such as 'vicious', 'murderous' and 'bloodthirsty'. Significantly, they were also sufficiently creative to describe Zeus, the king and father of the gods, as 'laid back', reasoning that he was so powerful that he had nothing to fear. Pupils frequently relate what they have to say to facts previously learned and this successfully extends the learning of what is being covered in the lesson. For example, in a Key Stage 1 literacy lesson, pupils drew on their experience of the beginnings of stories to suggest alternative openings to 'Once upon a time....' and cross referenced their suggestions to the books from which they had derived the openings.
75. Reading is well taught throughout the school and, as a result, pupils achieve well and make good progress. Teachers devote a considerable amount of time to reading and this is one of the main reasons why the majority of pupils at both key stages demonstrate reading skills above the standard expected for their age. They are secure and confident readers. Key Stage 2 pupils read fluently, identifying words they find difficult and attempting to decode these for themselves without seeking help. Many read with expression.
76. Pupils at both key stages handle books with confidence. Teachers regularly encourage pupils to use books as a source of reference. As a result, when asked to find information, pupils refer to the contents or index section of the book and rapidly flick through to find the relevant page. They quickly scan the page for the information

they require. Key Stage 2 pupils are competent in using the classification system in the library to locate reference material. Such activities demonstrate a practical application of reading skills and enhance learning well.

77. The school has identified pupils' competence in comprehension as an area for development. Teachers are focusing on ways of improving this skill well. For example, activities such as referring back to books they have already read is helping to improve standards in this area. Consequently, most Year 2 pupils can now describe the basic plot of a story, and say which is their favourite character and make predictions, based on what they have already read, about the likely outcome of the story.
78. Pupils achieve well and make good progress in writing at both key stages. By the end of Key Stage 1, virtually all pupils write in sentences. They correctly punctuate the sentences with capital letters and full stops and, if they forget, know how to when reminded. Their vocabulary is imaginative and they attempt to make their stories interesting. For example, Key Stage 1 pupils were trying to improve a modern version of the story of 'Goldilocks and the Three Bears', in which the bears live, more realistically, in a cave. They successfully used words such as 'unexpectedly', 'suddenly' and 'creeping forward' to join the short sentences used in the text.
79. Handwriting is taught systematically but skills learned are not always transferred effectively by pupils to their written work. Presentation of work is often untidy and carelessly set out on the page. This shortcoming was raised at the time of the previous inspection. Some improvement has been made but the standard of handwriting is still not equal to the quality of written content and does not enable pupils to easily check over and improve their work further.
80. The presentation issue does not detract from the fact that the quality of teaching and learning is good overall in English and literacy lessons. Three lessons were observed during the inspection. Of these, two were judged to be good and one very good. This consistency is achieved by shared planning and regular evaluations of lessons to see how the quality of teaching and learning can be improved. Teachers create a relaxed working atmosphere in lessons. This is due to the excellent relationships they have with their pupils and other adults working in the classrooms. This leads to very good pupil participation in discussions and high levels of concentration and productivity. The effective use of time targets to encourage quick responses and to ensure pupils complete their tasks is a key feature of literacy lessons. Activities planned are invariably challenging and thought-provoking. An important outcome of the good quality of teaching and learning is the development of pupils' very good attitudes and behaviour. As a result, teachers are able to engage in a wide range of lively discussion and develop innovative ideas. This requires a considerable degree of maturity from pupils.
81. The subject curriculum is broad and balanced and provides pupils with good basic skills in the use of English. Literacy skills are used well to support work in other subjects and teachers are increasingly making more effective links between subjects through their monitoring and evaluation of the curriculum. This is evident in the production of a Crowcombe Tourists' Newspaper, where literacy skills were successfully combined with skills in other subjects such as geography, history and information and communication technology. Pupils successfully use speaking and

listening, reading and writing skills they learn in English to support work in other subjects, such as history, where they write about the character of significant people, like Henry the Eighth. Most pupils are confident users of the library.

82. The leadership and management of the subject are good. Teaching staff review the curriculum at regular intervals and set in place strategies to improve their delivery. This, coupled with the headteacher's regular monitoring visits to observe teaching in the classrooms, has resulted in consistently good quality of teaching.
83. There is a wide range of good quality assessment procedures. Procedures to track pupils' achievements are good and ensure that teachers are able to check the rate of progress made by all pupils. Pupils are effectively involved and keep their formal tracking documents in their work trays. As a result, pupils' understanding of what they need to do to improve is good and helps them to achieve well. Assessment data is used satisfactorily by teachers to identify three groups of differing ability in each lesson and to vary activities for these groups. Assessment results are used well to identify pupils who need extra support. The use of information and communication technology is satisfactory and helps pupils to gain confidence in drafting and amending work directly on the computer and to access research material on the Internet. There is a good range and quantity of resources to support classroom teaching. The library contains books of good quality and of an appropriately broad range to cater for all ages and subjects studied.

MATHEMATICS

Strengths

- Standards by the end of Key Stage 1 and Year 4 are above average and pupils make good progress.
- Teaching is good overall because teachers plan many problem solving activities that challenge pupils' thinking.
- Teachers make very effective use of the National Numeracy Strategy guidelines in their planning and this helps lessons to be interesting and motivating for pupils.
- Teaching staff are committed to raising standards and monitor and evaluate the curriculum well to see how the quality of teaching and learning can be improved.

Area for improvement

- Pupils do not take enough care over the presentation of their work.

84. At the time of the previous inspection, standards were reported to be above average at the end of Key Stage 1 and average by the end of Year 4. Pupils in Key Stage 2 did not always receive enough challenge. There has been a satisfactory improvement since then, and standards by the end of Year 4 are above average. Levels of challenge are good at both key stages and pupils of all abilities achieve well and make good progress. This is due largely to the successful implementation of the National Numeracy Strategy and improvements to the quality of teaching. Comparison from year to year with the performance of other schools is unreliable because of the small number of pupils that take the end of Key Stage 1 national tests. However, over time, results are often above or well above average. School data indicate that all pupils

make good progress when matched against their levels of attainment on entry. There are no significant differences in the performance of boys and girls.

85. In the lesson observed in the Key Stage 1 class, the quality of teaching was good. The teacher made effective use of a whole-class session at the beginning of the lesson to extend pupils' recall of number facts. Pupils' familiarity and competence with numbers was evident as they counted to 100 in 10's and back again. More able pupils counted in 2's and 5's to 100 and helped other pupils do the same by leading them confidently in the count. Pupils benefited from a problem solving session as the teacher encouraged them to look for number patterns using a 10 by 10 number square. The teacher moved pupils' thinking on at a good pace and they soon began to notice relationships between numbers in rows and columns on the chart. Pupils' group activities were planned well so that there were good levels of challenge in the tasks. Pupils enjoyed the activities and their positive attitudes to their work made a significant contribution to the standards achieved.
86. Two lessons were observed in the Key Stage 2 class. The quality of teaching in both of these was very good. In both lessons, pupils' ability to identify number patterns, developed in the Key Stage 1 lesson, was successfully extended. In one lesson, Year 3 and Year 4 pupils were equally competent with numbers to 1000. Pupils showed above average standards as they rounded up 3-digit numbers to the nearest 10 and 100. More able pupils were particularly quick at completing this task. The teacher had planned an interesting independent group work task and levels of concentration and effort were high as pupils recorded number patterns found in the 2, 4 and 6 times tables. Year 4 pupils gained particularly high standards of achievement and they made very good progress. Pupils' very good attitudes to their work made a significant contribution to the high standards achieved.
87. In the other lesson, pupils' interest and motivation were particularly intense as they responded to a practical challenge, to identify number patterns as, step by step, a similar number of cubes were added to cubes in the shape of a cross. Levels of challenge were high as pupils of different abilities were asked to work out ways of predicting how many cubes would be needed to complete the shape after ten, and then twenty, steps. Not all pupils managed to do this, but the high levels of discussion during and at the end of the lesson, involving pupils, the teacher and the learning support assistant, meant that all pupils benefited from the learning experience.
88. The quality of teaching and learning is good overall. One of the key strengths is the emphasis on problem solving. Challenging questions and prompts at different levels of difficulty extend pupils' thinking to develop strategies for solving problems. Pupils' speaking and listening skills are very well developed in this respect as teachers encourage them to join in discussions and explain their methods. Teachers consistently follow an agreed structure to lessons, which is helpful to both teachers and pupils in being clear about the lesson purpose and what has been achieved by the end of the lesson. Expectations of what pupils can achieve are mainly high, but not enough is demanded of pupils in the way they present their work. Written work and the use of numerals and symbols in books is often untidy.

89. Teachers' subject knowledge is good and this means that they confidently answer pupils' questions and challenge pupils with their questioning. For example, in the Key Stage 2 lesson, where pupils used the plastic cube-shape to look for number patterns, more able pupils asked challenging questions of their teacher and suggested complex ways of solving the problem. The teacher's good preparation and expertise enabled her to deal with the pupils' comments and move them on in their learning.
90. Teachers make effective use of information and communication technology to support pupils' learning. Pupils at both key stages are familiar with using a database to enter information and present it in the form of graphs and charts. Assessment procedures are good and the information gathered is used effectively to match work closely to pupils' needs. Detailed regular assessments and the setting of individual targets help pupils know what they need to do to improve and this contributes significantly to the good progress pupils of different abilities make. Teachers liaise very well with learning support assistants to provide additional support to individuals and groups of pupils. Learning support assistants are closely involved in lesson planning and in making assessments of pupils' attainment and progress. This very good teamwork contributes significantly to the good quality of learning in lessons.
91. The experienced and knowledgeable co-ordinator provides good subject leadership. She has led staff well in developing a scheme of work that combines good practice from the National Numeracy Strategy with methods and content that staff believe best suit the needs of their pupils. Procedures for monitoring and evaluating the quality of teaching and learning and standards are good and enable the co-ordinator to have a good understanding of the strengths and areas for improvement in the subject. Resources are good in quantity and quality and are used effectively to support learning.

SCIENCE

Strengths

- Pupils' standards are above average in Key Stage 2.
- There are regular opportunities for Key Stage 2 pupils to investigate and experiment.
- Pupils' attitudes are very good at both key stages.

Areas for improvement

- More able pupils are not always challenged sufficiently by their tasks.
- Key Stage 1 pupils do not take part in enough investigations and experiments.

92. Due to timetabling arrangements, it was only possible to observe one science lesson during the inspection and so there is insufficient evidence to make a judgement about the quality of teaching and learning in the subject. Discussions with staff and pupils, a study of teachers' planning and scrutiny of pupils' past work and work on display show that pupils' standards of attainment are broadly in line with the national average by the end of Key Stage 1 and above average by the end of Year 4. Pupils of differing abilities make satisfactory progress during Key Stage 1 and good progress during Key Stage 2. This is the reverse of how standards were reported at the time of the last inspection. However, the small number of pupils in each year group makes comparisons with the performance of past year groups unreliable. Improvements

have been made to the subject schemes of work and assessment procedures since then, but there are still occasions when more could be demanded of more able pupils. There are no significant differences in the performance of boys and girls.

93. In the lesson observed in the Key Stage 2 class, pupils were carrying out the final investigation in their recent study of electricity. The teacher had planned and resourced the lesson very well, so pupils had all that they needed to complete the task. They were challenged to work out why the brightness of a bulb changed as additional batteries were added to a circuit. Pupils were well motivated by the task and were keen to get on. They showed a good knowledge and understanding of circuits and handled equipment with care. Their awareness of how to make a test fair so that results are reliable was satisfactory but not fully understood and the teacher had to emphasise that the investigation needed to be carried out systematically and results recorded carefully. A key element in the success of the lesson was the way the teacher encouraged pupils to give reasons and show evidence for what they predicted, observed and concluded, using correct vocabulary and terminology.
94. The teacher created a good balance between guiding pupils' thinking and allowing them to make decisions for themselves. This was a good example of how the subject is used to promote pupils' personal and social development by giving pupils' responsibility for their learning. More able pupils soon worked out a way of recording their results and worked methodically through the investigation. A learning support assistant worked effectively with a pupil who had good verbal understanding but weak writing skills. As a result, he made progress at the same good rate as his peers.
95. Pupils' past work shows that, in the Key Stage 1 class, they receive a sound start to their science work. They develop satisfactory levels of skills, knowledge and understanding across all the required aspects of the science curriculum. Pupils do not carry out as many investigations as might be expected and this the main reason why they do not progress at the same rate as Key Stage 2 pupils. However, practical activities that they do experience, for example investigating properties of materials for texture and flexibility, are well planned and resourced. Teachers are aware of this area for improvement and have useful plans to increase opportunities for practical work.
96. At Key Stage 2, there is a greater emphasis on practical investigations and more opportunities for pupils to use their skills, knowledge and understanding to make predictions and draw conclusions from their results. Pupils' work from both key stages shows very little variation in the tasks set for pupils of all abilities. In this respect, opportunities are missed to give more able pupils in particular chances to devise their own experiments or carry out their own lines of enquiry.
97. Teachers' subject knowledge is good and their planning shows a good awareness of links between different aspects of the science curriculum. Planning is based on school and national guidelines, which teachers have adjusted to provide a continuous and progressive development of skills. Skills common to other curriculum subjects are often included in science planning and, as a result, there are close links with literacy, numeracy and geography. Information and communication technology is an integral part of pupils' learning. For example, Key Stage 2 pupils used pictures and information accessed from the Internet and CD-Roms to good effect in a project about animals. Teachers provide very good levels of inclusion and take great care to ensure that boys and girls and pupils who need additional support are totally involved in all aspects of lessons. Procedures for assessing pupils' attainment and progress are good. The information gained is used well to plan what pupils need to do next.

98. The subject co-ordinator provides good leadership. A review of the subject's strengths and weaknesses in 2001 was successful in identifying areas for improvement, which are the subject of an action plan to raise standards. By sampling pupils' work, teachers became aware that Key Stage 1 pupils need more opportunities to investigate and experiment in order to extend their knowledge and understanding. Resources are of good quality and quantity and are well managed.

ART AND DESIGN

Strengths

- Standards of pupils' attainment are above those expected of pupils of their age at both key stages.
- Pupils of all abilities achieve well and make good progress.
- Observational skills are particularly well developed.
- The subject makes a significant contribution to pupils' spiritual and social development.

Area for improvement

- Pupils are not given a broad enough experience of artwork representative of different world cultures.

99. Only one lesson in art and design was observed during the inspection and so it is not possible to make a judgement about the quality of teaching and learning in the subject. However, evidence gained from the lesson and from looking at pupils' files, the illustrations in their books and work on display, shows that standards by the end of Key Stage 1 and Year 4 are above those expected of pupils of their ages. Standards are similar to those reported at the time of the last inspection. Pupils of all abilities achieve well and make good progress.
100. In the lesson observed in the Key Stage 1 class, the quality of teaching and learning was good. Pupils studied a very small part of a painting with great care. The teacher encouraged them to suggest what it may represent. They correctly identified it as part of a giraffe's neck and quickly added that the giraffe was in a zoo, as it was possible to see an outline of a column behind the neck. This showed good observational skills. The teacher made effective use of these good skills by giving pupils other parts of pictures, asking them to extend these in imaginative ways. Pupils found the task interesting and motivating. They responded well by taking into account the features portrayed and adding to them in an interesting way. For example, one pupil added a Hawaiian shirt to the outline of just a pair of beige trousers against a grey background because it brightened the picture up. Another pupil attempted quite successfully to extend the perspective of a greenhouse she had selected for development. Key Stage 2 pupils show well-developed skills as they

try out a wide range of different media and styles. For example, older pupils made very accurate observational drawings of artefacts in the local church, producing work of a good standard.

101. Standards are influenced by pupils' very good attitudes. They are keen to take part in artwork and try very hard to complete their tasks. As a result, they talk confidently about their paintings and drawings. Teachers make effective use of discussions about how work might be improved to extend pupils' speaking and listening skills. There are good links with other subjects. For example, pupils produced water-colour pictures of a high standard in a project involving comparisons between landscapes portrayed in the poem 'Hiawatha' with those pupils see everyday from their classroom windows. Pupils produce detailed illustrations of historical costumes and African artefacts in geography. Such mature attitudes and careful and creative effort aid learning well and, as a result, all pupils, including those with special educational needs, achieve well and make good progress.
102. The co-ordinator provides good leadership. The subject policy provides a clear rationale and purpose. The scheme of work uses nationally published material well and provides very good guidance for teachers as they plan their lessons. The subject contributes very well to pupils' spiritual development as they reflect on the beauty of nature-created work and the experience of the pleasure of producing artwork. Provision for social development is good because pupils are required to work together on large scale art and design projects. Opportunities are missed, however, to broaden pupils' awareness of the variety of artwork from different world cultures. Resources are good and pupils benefit from a wide choice of different media. Information and communication technology is used satisfactorily to support artwork through research on the Internet and the use of art programs to create pictures on the monitor screen and print work off in full colour.

DESIGN AND TECHNOLOGY

Strengths

- Teachers provide a good range of interesting tasks, which stimulate pupils' interest.
- Pupils have well-developed skills of evaluating their work and of suggesting ways to improve their models and products.

Area for improvement

- More use could be made of information and communication technology to support pupils' learning.

103. No lessons were seen in design and technology during the course of the inspection. It is therefore not possible to make a full and detailed judgement about the quality of teaching and learning in the subject. There is sufficient evidence from scrutiny of pupils' sketches, notes and evaluations in their books and files, work on display and talking to pupils about their work to make a judgement on standards. By the end of Key Stage 1 and Year 4, standards are in line with those expected for pupils of their ages. Pupils of all abilities make satisfactory progress. Standards are similar to those reported at the time of the last inspection.

104. Teachers' planning shows a good range of interesting activities supported by a good quantity and quality of resources. This is an improvement on the previous inspection when it was reported that pupils had access to only a limited range of materials. Pupils enjoy designing and making and they find the tasks teachers plan motivating. Teachers do this by providing good levels of challenge for pupils, developing skills step by step and building successfully on pupils' previous learning. Pupils' past work shows that they develop satisfactory skills of designing, using sketchbooks to record their plans and keep a record of changes made to improve their models. Pupils are given plenty of opportunities by teachers to evaluate their work, and are good at this, a skill effectively practised and refined in other curriculum areas such as science, art and design, music and physical education.
105. Making skills are satisfactory, and pupils are encouraged from an early age to make products with moving parts. Key Stage 1 pupils make models that have a wind-up mechanism to make them go. Key Stage 2 pupils make cards with opening, shutting and pop-up parts. They also design and make models for specific purposes. For instance, pupils designed and made chairs for a dog, considering important aspects such as the most appropriate slope for the back of the chair to allow the dog to jump in without falling out.
106. Teachers have a satisfactory understanding of the different aspects of design and technology and lead pupils' learning through direct instruction of some skills and techniques and opportunities for pupils to make discoveries for themselves.
107. The subject is co-ordinated jointly by teaching staff. Together, they have reviewed the scheme of work to make sure it covers all the required areas of learning and that projects link effectively with work in other curriculum subjects. Assessments of pupils' achievements at the end of each unit of study are helpful to teachers in matching work to pupils' needs and, in this way, pupils of differing abilities are often well challenged by their tasks. Staff are aware that more use could be made of information and communication technology to support pupils' learning.

GEOGRAPHY AND HISTORY

Strengths

- The standard of pupils' enquiry skills in geography and history is good.
- Trips and visits to the local area and further afield are used effectively to extend pupils' learning in both subjects.
- Pupils' attitudes to their learning are very good.
- The subjects are used effectively to promote pupils' spiritual, moral and social development.

Area for improvement

- The standard of presentation of pupils' work is not as high as might be expected.

108. Only two history lessons were observed during the inspection and no geography lessons were seen. It is not possible, therefore, to make a detailed judgement about the quality of teaching and learning in history or a secure judgement in geography. However, there is sufficient evidence from the lessons, from discussions with staff and pupils, a scrutiny of pupils' past work and a study of teachers' planning to make

judgements about pupils' standards. By the end of Key Stage 1, pupils' standards are in line with the expectations for their age in geography and history. By the end of Year 4, standards in geography are in line with expectations, but standards in history are above expectations. Standards in geography are similar to those found at the last inspection. In history, standards have improved at Key Stage 2. Pupils in Key Stage 2 show a particularly keen interest in how people used to live in the past and their knowledge and understanding of the periods studied is good.

109. Pupils' past work in geography and evidence from history lessons show that teachers at both key stages are successful at promoting pupils' enquiry skills in both subjects and this is a strength of pupils' learning. For example, in the history lesson observed in the Key Stage 1 class, pupils were asked by their teacher to decide whether toys they had brought to school were old or new. As she listened to their responses, the teacher encouraged pupils to look for clues that might help them decide. This effective introduction to simple enquiry skills generated considerable interest amongst the pupils, who found a variety of reasons, such as a hole in a teddy bear's fur and knowledge of when items were purchased, to support their decisions. Later, as pupils drew their toys and wrote a sentence, levels of discussion were good as they shared views and opinions about each other's toys.
110. In a Key Stage 2 lesson, there was evidence of how these skills are extended as pupils studied photographs of life at the turn of the 20th century in the village of Crowcombe. Their learning was extended by a useful opening discussion about posing key questions to assist them with their research. Both lessons illustrated how teachers use whole-class and group activities to promote pupils' spiritual, moral and social development by encouraging pupils to be confident speakers, to respect each other's views and opinions and to enjoy their learning.
111. Evidence from pupils' past work in geography shows that teachers make effective use of the locality to develop enquiry and research skills. For example, pupils are developing a good knowledge and understanding of how the village of Crowcombe has altered over the years as people's life styles and needs have changed. Pupils make sensible suggestions about why shops and businesses in the village have closed. Teachers have successfully combined skills from several subjects in this local study and there is evidence of links with mathematics, history and information and communication technology in pupils' work. Literacy is also featured in pupils' work, although the quality and quantity of written work is variable at both key stages. There is not as much written work as might be expected in pupils' books and the standard of pupils' handwriting and their presentation of drawings and diagrams is not always neat and tidy. Pupils' work contains many examples of evidence gained on trips and visits and these make a significant contribution to pupils' achievements. Pupils talk enthusiastically about visits in and around the local village, to the coast and as far afield as Paignton in Devon.
112. The designated subject co-ordinators provide good leadership. They lead reviews of the subject schemes of work, provide useful guidance to their colleagues as they plan lessons together and manage and organise resources effectively. In this way, they successfully maintain the status of geography and history in the school curriculum. Subject policies were reviewed in the 2001 summer term and areas for improvement identified. Work on these has already started. For example, an initiative to link and use more closely skills found in other subjects has resulted in Key Stage 2 pupils producing a Crowcombe Tourists' Newspaper. The project combined literacy, numeracy, art and design, geography, history and information and communication

technology skills. It was successful because pupils enjoyed using their previous learning in practical and relevant ways and are rightly proud of the finished product.

113. Teachers are beginning to make effective use of samples of pupils' work to monitor and evaluate standards. This practice, along with assessments made at the end of each unit of study in both subjects, is helping teachers to match work closely to pupils' needs and to make sure that pupils of all abilities are challenged by their tasks.

INFORMATION AND COMMUNICATION TECHNOLOGY

Strengths

- Standards at both key stages have made a significant improvement since the previous inspection.
- Pupils use information and communication technology equipment confidently.
- The subject is an integral part of pupils' learning in other areas of the curriculum.
- Pupils have very good attitudes to information and communication technology and this helps them to achieve well.

Area for improvement

- Opportunities are missed for the subject to be used to provide special challenges for more able pupils.

114. Only two lessons were observed during the inspection and, while this means it is not possible to make a detailed judgement about the quality of teaching or learning in the subject, there is sufficient additional evidence to judge pupils' standards of attainment. Scrutiny of pupils' books, files and displays of work on the walls show that pupils' attainments at the end of Key Stage 1 and Year 4 are in line with those expected for pupils of their age. This represents a good improvement on the below average standards reported at the time of the previous inspection. All pupils, including those with special educational needs, achieve well and make satisfactory progress.
115. Standards are better because of improvements to the quality of teachers' planning, purchase of additional hardware and software and the more effective use of information and communication technology to support pupils' learning in other curriculum subjects. As a result, pupils are confident users of information and communication technology and the subject is now an integral part of pupils' learning experiences. The results of this are best illustrated by the mature attitudes pupils show in their work. For example, Key Stage 1 pupils approach each other and adults in the school in a sensible manner to gather information about favourite colours, trying to avoid too much disruption to other pupils' work. They use the results well by entering them into a database and producing graphs which display the outcomes. Key Stage 2 pupils work sensibly in pairs composing music using a computer program. Levels of concentration and productivity are high as they try hard to complete a composition to perform to the rest of the class. Such mature attitudes and sensible behaviour mean that teachers can allow pupils good levels of independence in a wide range of interesting activities and this helps pupils to achieve well.
116. In the lesson observed at Key Stage 1, pupils realised that the information on favourite colours must be written down carefully so that data can be transferred accurately into the computer database. Pupils showed they were developing satisfactory skills of

interpreting the resulting pictograms, identifying the most and least favourite colour selected. In this way, the teacher made effective use of information and communication technology to support pupils' learning in mathematics.

117. In a Key Stage 2 lesson, pupils used computer software, in conjunction with percussion instruments, to create a short composition. They responded well to the challenge provided by this interesting activity. They worked hard to compose a background theme representing their thoughts about a painting. They confidently used electronic keyboards and prepared a brief introductory comment prior to recording their performance on a tape recorder. The lesson illustrated how teachers encourage pupils to use a wide range of information and communication technology in their lessons and make relevant links with other curriculum subjects.
118. The subject is well led by the co-ordinator. As a result, the policy and scheme of work are of good quality and a significant improvement since the previous inspection. The headteacher and staff review their work regularly and make amendments to future lessons to improve delivery. Assessment procedures are satisfactory. They are in the early stages of implementation and have not yet had a significant impact on individual pupil's progress but staff are becoming increasingly more accurate in matching activities to pupils' needs. There is potential for information and communication technology to be used to provide special challenges for more able pupils but this is not yet included in long- and medium-term planning. However, a recent Key Stage 2 cross-curricular project to produce a Crowcombe Tourists' Newspaper went some way to giving more able pupils the chance to use their skills of wordprocessing and use of specialist programs in demanding work.
119. Information and communication technology is being used satisfactorily to support learning in other subjects. For example, satisfactory use is made of the Internet to gather information for research in art and design, history and geography. Simulations are used well, for example for pupils to explore ways of responding to an environment. Pupils learn to control small robot toys. Resources are adequate and are being extended in a systematic way over time in line with the priorities in the school improvement plan and the curriculum development programme.

MUSIC

Strengths

- Standards of composition and performance are above expectations at Key Stage 2.
- Pupils' attitudes and behaviour are very good.
- The subject is used well to promote pupils' personal and social development.

Area for improvement

- Opportunities are missed to extend pupils' awareness of music from cultures other than their own.

120. Only two lessons were observed during the inspection so it is not possible to make a detailed judgement about the quality of teaching and learning. However, using evidence from these lessons, discussions with staff and pupils, scrutiny of teachers' planning and observation of school assemblies, by the end of Key Stage 1 and Year

4, pupils' standards are judged to be in line with the expectations for their age. Standards are similar to those reported at the time of the last inspection.

121. The two lessons observed were both in the Key Stage 2 class. In the first lesson, the quality of teaching was very good. The teacher had planned an interesting activity, which involved composing sounds to represent pictures. The teacher managed the initial whole-class session very well so that all pupils were able to offer views and opinions about the instruments they might use. The teacher had high expectations of what pupils could achieve and this was reflected in her regular prompting of pupils to give specific reasons for their choices. Levels of co-operation amongst pupils were excellent and they worked hard in groups of two or three to compose their music. Pupils were very well supported in their learning by a range of good quality tuned and untuned percussion, which they treated with care. In addition, the teacher introduced a computer program into pupils' learning, which could be used to compose music. The interest generated by the task and the resources led to pupils concentrating hard for extended periods of time and they achieved well and made good progress as a result.
122. In the second lesson later in the day, pupils performed their compositions to each other. The quality of teaching and learning was satisfactory overall in this session. This was because pupils found that putting together a composition using computer software, electronic keyboards, percussion and a tape recorder was a complex process and a few pupils began to lose interest and concentration as a result. However, there were good gains in pupils' learning in how to lay percussion over computer-generated sound and most pupils became more confident in doing this as the lesson progressed.
123. The lessons showed that pupils' standards in composing and performing are good. Standards of singing are satisfactory. Pupils sing tunefully and with enthusiasm in assemblies. On one occasion, pupils sang unaccompanied and showed a satisfactory awareness of rhythm and tempo. Their diction was good and the words of the hymn were clear.
124. Teachers base their lesson plans securely on school and national guidelines and this means that pupils have access to, and are included in, all the required areas of learning. Skills are developed in a steady progression so that lessons build effectively on pupils' previous knowledge and understanding. This is achieved by the use of individual assessment books, in which teachers record pupils' achievements at the end of each unit of study. Pupils benefit from a variety of opportunities that teachers arrange throughout the year for them to perform to an audience, in concerts at the school or in the local church.
125. The subject is used well to promote pupils' personal and social education. For example, in the lessons observed, pupils were expected to work together co-operatively, sharing views and opinions and resources and listening carefully to what others had to say. Spiritual development was emphasised well in the way that both teacher and pupils shared in the celebration of what each group had achieved. Opportunities were missed to extend pupils' multicultural awareness because pupils were not familiar with the correct names of some of the percussion instruments.
126. The subject is managed effectively by the teaching staff. The curriculum was reviewed in the 2001 summer term and several areas identified for development, including linking musical activities more closely to work in other areas of the curriculum. The success of this initiative was evident in the combination of music with

information and communication technology in the lessons observed. Teachers are aware that more could be done to introduce pupils to a wider range of music from other cultures and there are useful plans to achieve this through visitors to the school and improved resources.

PHYSICAL EDUCATION

Strengths

- Standards have improved since the last inspection and are now satisfactory overall.
- Standards in swimming are above those expected of pupils of their ages at both key stages.
- Pupils' attitudes towards physical education are good and they behave well in lessons.
- Pupils benefit from significant improvements to the accommodation and resources.

Area for improvement

- Opportunities are missed to promote pupils' multicultural education.

127. Only one physical education lesson was observed during the inspection so no judgement can be made about the quality of teaching and learning in the subject. However, evidence from the lesson seen, discussions with staff and pupils and a scrutiny of teachers' planning, shows that pupils' standards by the end of Key Stage 1 and the end of Year 4 are in line with those expected of pupils of their age. There has been a satisfactory improvement in standards since the previous inspection, when limitations to pupils' physical development were highlighted due to the lack of hall space for dance and gymnastics. Since then, the building of a new classroom has made hall space available. Additional resources, and improvements to the arrangements for pupils to learn to swim, have meant that all the required areas of the physical education curriculum are now covered and pupils' standards have improved as a consequence.
128. Years 1 and 2 pupils were observed taking part in a dance lesson. Pupils responded well to the varying moods of the music and explored simple actions, with satisfactory co-ordination and control of their movements. They performed with a good awareness of safety and the space around them. The teacher set relevant challenges for pupils of all abilities. To help pupils meet these challenges, she made good use of praise and encouragement to sustain their motivation and interest, as well as helpful suggestions as to how they might improve their performance. As a result, pupils worked hard at practising and refining their skills and achieved well.
129. Swimming records show that standards attained by pupils are good. By the end of Year 4, many pupils swim at least 25 metres, the minimum national expectation for pupils aged eleven. In games, despite the small number of pupils, the school achieves success in competitions with other schools in the area. In the week prior to the inspection, the nine Key Stage 2 pupils had all taken part in a football tournament, gaining notable victories over teams from much larger schools. Their performance reflected the hard work of staff, pupils and parents in extending the range of after-school clubs and activities. Key Stage 2 pupils benefit from an annual residential experience where they participate in outdoor pursuits such as orienteering.

130. The curriculum is mainly broad and balanced. It provides a wide range of activities throughout the year in dance, gymnastics, games and athletics. There is a strong focus on English folk dances in the curriculum but less of an emphasis on learning dances from other cultures.
131. Teachers' planning shows that they pay due consideration to health and safety in lessons. The new hall space has helped to raise pupils' standards in dance and gymnastics, but it is small and so teachers take great care in ensuring that pupils move safely, especially when travelling at speed. Lessons invariably contain a warm-up session to loosen muscles, individual and group activities to develop skills and a cooling down session at the end of the lesson. As a result, pupils have a good understanding of why it is important to prepare their bodies for physical activity. Lessons are based securely on school and national guidelines and, because teachers plan together, there is a steady progression of pupils' skills development between year groups and key stages.
132. The subject is well managed jointly by the teaching staff. They have successfully taken advantage of the additional hall space to provide good quality additional resources, such as gymnastic mats and agility frames, to raise standards. The subject is used well overall to promote pupils' spiritual, moral, social and cultural development through co-operative group activities, the enjoyment of the achievements of others and the raising of pupils' confidence and self-esteem.