

INSPECTION REPORT

HORSINGTON CofE PRIMARY SCHOOL

Horsington, Templecombe

LEA area: Somerset

Unique reference number: 123763

Headteacher: Mr Ian Rumbelow

Reporting inspector: Mrs M. Hulme
OFSTED Inspector Number: 3609

Dates of inspection: 1st – 3rd July 2002

Inspection number: 194748

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	infant and junior
School category:	voluntary controlled
Age range of children:	4 - 11
Gender of children:	mixed
School address:	Horsington Templecombe Somerset
Postcode:	BA8 0BW
Telephone number:	01963 370358
Fax number:	01963 370117
Appropriate authority:	Governing Body
Name of chair of governors:	Mr John Antell
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3609	Mrs M. Hulme	Registered inspector	The Foundation Stage English; English as an additional language art and design religious education;	What sort of school is it? The school's results and children's achievements. How well are children taught? What should the school do to improve further?
9306	Mrs B. Moore	Lay inspector	None	Children' attitudes, values and personal development. How well does the school care for its children? How well does the school work in partnership with parents?
17969	Mr P. Brock	Team inspector	mathematics; information and communication technology; music; physical education; equal opportunities.	How well is the school led and managed?
29995	Mrs M. Walker	Team inspector	science; design and technology; geography; history; special educational needs	How good are the curricular and other opportunities offered to children?

The inspection contractor was:

Lincolnshire Education Associates
The Innovation Centre
Europarc
GRIMSBY
North East Lincolnshire
DN37 9TT

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small Church of England controlled school situated in an area of rural Somerset. Although the school appears to be situated in an affluent area its intake does not reflect this for only 40 per cent come from the village of Horsington. It takes its children from a wide area covering several villages and isolated farms. The school works with the challenge of having many children whose families suffer rural disadvantage and have very low incomes and 60 per cent of children come from families in low socio economic circumstances. In addition they lose children to the independent schools in the area in preparation for 'Common Entrance'. This year there are 6 children who are eligible for free school meals, which is lower than last year. Currently there are 80 children on roll, taught in four mixed age classes by six teachers of whom one is the headteacher and three are part-time. There are 15 children identified as having special educational needs but it varies considerably in classes with some having a much higher percentage than others and one class has a child with a statement of specific need. One child speaks English as an additional language and all children are white. There are no refugees but there are three Travellers. When children enter school the assessments show that attainment is below the county average and literacy, numeracy and social skills are lower than might be expected for this age.

HOW GOOD THE SCHOOL IS

This is a very effective school because in the last four years the headteacher, staff and governors have succeeded in creating an effective team that were prepared to undertake considerable development to improve its ethos, raise standards and make it a secure, caring place for children to learn. The good teaching results in most children reaching standards typical for their age and in some subjects they reach high standards. The school is united in its approach to guiding and teaching children and achieves its goals very successfully. The strong Christian ethos underpins the very good quality of education provided and despite its high costs the school offers very good value for money.

What the school does well

- Children achieve well and standards have improved since the last inspection in art and design, design and technology, information and communication technology and music. In addition, this year the National Curriculum test results in English and mathematics indicate that children's performance is continuing to improve.
- Teaching is good and having a very positive impact on children's learning and the standards they achieve.
- The headteacher provides leadership of very good quality that ensures all staff work closely together as a team ensuring a good level of education for all children. He is effectively supported by the governing body
- The curriculum has improved and there is a very effective range of learning opportunities. The improved provision for children's personal development now makes it very good.
- The excellent procedures for children's welfare ensures that there is high quality care
- Parents have very good views of the school and are well satisfied with the quality of education provided.

What could be improved

- Although no major areas for further improvement emerged from this inspection the maintenance and extension of the very good development will be achieved by directing the school's work towards consolidating the improvements already made and ensuring that it carries out the work already planned as identified in the school improvement plan.

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 1997 and has made very good improvements to its school development. All improvements identified in the last inspection report have been remedied well and in addition the school has reviewed the Mission Statement and school aims, focussed on more self-reliant behaviour through a whole school policy, extended the range of activities outside lessons, developed an information and technology suite with work stations in each classroom and improved staff skills in this subject. There are now closer links with the local community, worshipping community and Diocese. Amongst smaller developments are the creation of an environmental area, a quiet play area outdoors and the building of withy structures. All this development has taken place against a background of major building work, which was just completed before this inspection.

STANDARDS

The table shows the standards achieved by children at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A	C	C
mathematics	D	C	D	D
science	C	D	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

When children enter school their literacy, numeracy and social skills are generally lower than is usually expected for their age but effective teaching soon improves this and by the end of the Foundation Stage, most are expected to reach the early learning goals in all areas of learning and to have laid the foundation to begin the National Curriculum. By Year 2, performance in 2001 National Curriculum tests showed that almost all children reached satisfactory standards in reading, writing and mathematics. In reading and mathematics some children reached a higher level than that expected for their age. By the time they left school children attained satisfactory standards in the National Curriculum tests in English and science but were below average in mathematics and these were the same when compared with similar schools. The results in mathematics are attributed to boys responding badly to pencil and paper activities rather than practical ones and teachers are adapting their methods to take account of this. However, the size of year groups are small at both Year 2 and Year 6, this means there can be considerable year to year variation in the National Curriculum tests results and care is needed in interpreting them. In the 2002 tests there is an improvement and almost half the class of Year 2 children have reached the higher level in reading, writing and mathematics. There is an improvement too at Year 6 and the school has exceeded its statutory targets for both English and mathematics. In a year group with 26 per cent of children with special educational needs, the standards overall were satisfactory but a fifth of the class reached the higher levels in both subjects.

Apart from tests, children achieve well in all subjects, which is recognised in the school achievement award the school has received this year. Overall, the standards of work seen were generally typical of that expected for their age but in several subjects the standards are higher and this is an improvement since the last inspection. There are higher standards in art and design, design and technology, information and communication technology and music. Standards in all other subjects: geography, history, physical education and religious education are typical of that expected for the children's age. The good provision for children with special educational needs, Travellers and those for whom English is an additional language results in them being well supported in lessons and the efforts of both teachers and learning support staff help them achieve as well as they can.

CHILDREN'S ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children make good efforts because they find the lessons interesting and enjoy the challenges set by teachers.
Behaviour, in and out of classrooms	It is very good. Children benefit from teachers' high expectations and any small instances are handled well.
Personal development and relationships	Very good. Staff give children confidence and they are encouraged to work and think independently. They enjoy responsibility and carry out tasks well.
Attendance	Although there is little unauthorised absence the attendance rate is below the national average and is unsatisfactory.

Children come willingly to school. They work hard and take pride in what they achieve. They take a full part in school life because they know their work is valued and self-esteem is high. The very good behaviour is a key

factor in the sustained work and very good efforts. There is minimal bullying and any instances are dealt with quickly and effectively. The very good relationships that exist between staff and children have formed the foundation for learning and efforts are at least good and often very good.

TEACHING AND LEARNING

Teaching of children in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very 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.

Overall, the quality of teaching is good with a significant proportion of very good lessons. One in six lessons were excellent. There were four satisfactory lessons but unlike the last inspection none were unsatisfactory, which is an improvement. Of particular note is the teaching at Years 5 and 6, which was consistently very good or excellent. The teaching of literacy and numeracy is good and sometimes very good and children are taught in a structured way. Particular strengths in all classes included very good teaching of the basic skills, effective lesson planning where learning objectives were shared with children so they had a good understanding of what they had to do and the very good management of classes that resulted in completed work and no disruptions. The use of support staff is very good and these additional adults use their expertise very effectively to support children's learning. Although the teaching has many strengths the main factor in improving children's learning has been the very good relationships that teachers have established with the children. They know them and their families very well and make every effort to work with parents, keeping them up to date on their children's progress. Children know that teachers value them and the work they do. This raises their self-esteem and they take pride in their achievements.

The good teaching is having a positive impact on children's learning and the standards they achieve. They are making good progress at acquiring new knowledge, skills and understanding. Overall, they get on with their work quickly, maintain interest and make good efforts. This is very good in the junior classes, particularly in the class of older children. The school meets the needs of all children well because teachers plan work with tasks that are appropriate for the majority but are modified for slower learners and extended for those who finish quickly. Those with special educational needs, Travellers or those who speak English as an additional language benefit particularly well but other groups such as those who are gifted or talented are offered additional learning opportunities that challenge and inspire them to make greater efforts.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A broad, balanced and very relevant curriculum is provided and enhanced by a very good range of activities outside lessons.
Provision for children with special educational needs	Good. It is very well managed and ensures that the needs of individual are prioritised, monitored and supported in the best way in the time available.
Provision for children with English as an additional language	Good. Children speak and understand English reasonably well and are supported in lessons to improve their writing skills. The co-ordinator for special educational needs monitors their progress well.
Provision for children's personal, including spiritual, moral, social and cultural development	It continues to be very good overall. Teachers plan well for children's personal development within the subjects and with additional activities. There is a strong Christian ethos and although cultural development has improved there is a lack of resources to raise children's awareness of ethnic diversity.
How well the school cares for its children	Almost all procedures for monitoring children's progress are very good ensuring that the right support and guidance is provided but those for monitoring and improving attendance has some weaknesses.

The school values parents as partners in the education of their children and makes excellent efforts to keep them well informed, particularly about their children's progress. This results in parents having very good views of the school and being very satisfied with the quality of education it provides. The excellent contributions of the community to children's learning together with the very good range of additional activities outside lessons extends the range of learning opportunities provided, which are very good. A very good curriculum is offered

that prepares children well for the next stage of education. The care of its children is of paramount importance to the school, which has excellent procedures for ensuring children's welfare. However, the attendance rate is below the national average because there is too much authorised absence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong and purposeful leadership and is effectively supported by staff whose management of their subjects and other aspects of the school has a positive impact on standards.
How well the governors fulfil their responsibilities	Governors do a very good job in fulfilling their responsibilities for ensuring that the school runs efficiently for the benefit of all children.
The school's evaluation of its performance	Very good. Both the governing body and headteacher are clear about what needs to be done to improve the school further and work well as a team to see that this happens. Teachers understand what works well and why.
The strategic use of resources	Good use of all resources, specific grants and other funds to improve standards. All staff use resources effectively, including those outdoors.

The school has sufficient teachers and support staff who are deployed effectively. Overall, the accommodation is now good and resources are generally satisfactory. However, they are particularly good for art and design and information and communication technology. The headteacher is a caring and dedicated leader and has the gift of inspiring staff to recognise their strengths and make the best use of them so children benefit from specialist teaching. He and the governors are keen to ensure that everyone in the school has the same hopes and aspirations and the school's aims and values are reflected in all that they do. Secure systems are in place to ensure that the financial and administrative work of school management is efficiently carried out. The school works well to the principles of best value and decisions are made with improved standards in mind.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good and children are expected to work hard. • Children like school and make good progress. • They feel comfortable when bringing questions or a problem to the staff. • The school is well led and managed and works closely with parents. • There is an interesting range of activities outside lessons and children are becoming more mature and responsible. • They are kept well informed about how their children are getting on. 	<ul style="list-style-type: none"> • There were 11 parents who expressed concerns about whether children had the right amount of homework.

Inspectors agree with parents' positive views. The range of homework is satisfactory and typical of that provided in other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and children's achievements

71. When children enter the school the teacher's assessments show that their attainment is lower than the county average. The school has the lowest assessments when compared with similar schools in the county and this has been the situation for the previous three years. However, the teacher quickly builds on the knowledge and skills they have and by the end of the Foundation Stage most children are ready to start their National Curriculum work. They make good progress because priority is given to improving their literacy and numeracy skills and personal and social development. In addition, the slower learners are identified early and have the support they need. Most children will achieve the early learning goals in all areas of learning for the Foundation Stage and have a good understanding of what happens in the literacy and numeracy sessions ready for Year 1. They make a very good start to their compulsory schooling.
72. In 2001, the Year 2 group was small with just 16 children and at Year 6 there were only 12 children. With small year groups there tends to be considerable variation from year to year and care is needed in interpreting results where often there are less than ten boys or ten girls taking the tests. Percentage results, particularly can distort findings because one child at Year 2 was the equivalent of six per cent and at Year 6 it was eight per cent.
73. By Year 2, children's performance in the 2001 National Curriculum tests for reading and writing were close to the national average but in mathematics, although every child reached the level expected for their age or even did better the average scores puts the school below the national average. Although there are no national tests for science at this stage the teacher's assessments show results as close to the national average. The more able children did well in reading and mathematics reaching the higher levels but no one managed to do so in writing. The school received the results of the 2002 National Curriculum tests during the inspection and although there are no national average figures available yet with which to make a comparison it is evident that this year the very small year group achieved well. Apart from those with special educational needs, all children reached that typical for their age with almost half doing better in reading and mathematics and some doing better in writing.
74. By Year 6, children's performance in the 2001 National Curriculum tests in English and science was close to the national average and these were the same when compared with similar schools. There was an improvement in science on the previous year but results for 2002 were not available during the inspection to judge whether this has been maintained. Test results in mathematics for 2001 were disappointing because they were below the national average and this was the same when compared to similar schools. The results of National Curriculum tests for 2002 show an improvement. In both English and mathematics only those with special educational needs did not reach the expected level for their age. A fifth did better reaching the higher level. The school has exceeded the statutory targets for both English and mathematics despite the fact that about 26 per cent of children in this year group have special educational needs. This year's targets were lower than the previous year because of the proportion of children with special educational needs and teachers knew they would have to work hard to achieve them. Their efforts have proved successful.

75. Children with special educational needs achieve well overall both towards their individual targets, in their small group activities and in their learning in their lessons. Overall, progress is good but sometimes it is very good. As children gain confidence in their own abilities, develop a sense of personal achievement and positive attitudes towards their learning; progress is at its best.
76. Apart from the test results inspectors observed lessons in a range of subjects and looked at samples of work, often talking to children about what they had done. In several subjects children are exceeding the standards usually expected for their age and this is a good improvement since the last inspection and recognised in the school achievement award the school has received this year.
77. Children achieve well in English and progress is good in all classes because children improve consistently as they move from class to class. There are particular strengths in speaking and listening, reading and writing. At Year 2, children are confident speakers who are eager to express ideas in discussion and listen carefully to the teacher and by Year 6 they give opinions that show due regard for the views of others and take part in discussions that show an understanding of such issues such as care of the environment. Children read fluently by the age of seven. They are confident and happy with their reading and will talk about the stories to anyone who will listen. By age eleven reading is particularly good and children know the authors they like and talk about which titles appealed most. A strength in reading is children's ability to review books and express succinctly what they like best and why. In writing there are several strengths. Children organise their work well and remember such tasks as using adjectives effectively, punctuating and spelling correctly. Children have a great love of language and enjoy listening to and learning the meanings of unfamiliar words. They enjoy experimenting with new words in their writing and develop a wide-ranging vocabulary. Such strategies as planning, drafting and redrafting improves their writing and collections of stories and poetry are of a good standard. Writing is effective in contributing to children's personal development.
78. In mathematics, standards are typical of that expected at both Year 2 and Year 6. For example, by the time they are seven, children use their knowledge and understanding of number to solve simple problems relating to money, have a reasonable understanding of analogue and digital time and know how to measure to the nearest centimetre. They understand how to use simple multiplication tables. By eleven they have extended their mathematical understanding well. Children understand the relationship between fractional and decimal sequences, use multiplication and division successfully to solve problems and know about negative numbers. They understand what is meant by the lowest common denominator when doing fractions. However, there is a particular weakness. The school has been concerned for sometime that boys have under performed in mathematics and the headteacher has made considerable observations of individual boys at work and has reached the conclusion that boys respond more favourably to practical activities rather than those requiring pencil and paper. Teachers have been made aware and considered it in lesson planning and the changes made are having a positive effect on boys' enthusiasm and concentration for the subject.
79. Throughout the school, the children build successfully on their previous scientific knowledge and understanding. Very good learning takes place in Years 1 and 2 as a result of high quality teaching. For example, children identify a range of light sources, experience how shadows form, make sensible predictions and understand such terms as opaque and translucent. They learn how materials change and are developing their understanding of solids, liquids and gases. Discussing their work, Year 6 children demonstrate good learning and understanding. For example, illustrating the relevance of north and south poles in magnetic attraction and repulsion,

knowing the components necessary for a complete circuit and are aware of the potential dangers of electricity in everyday situations. There are a few weaknesses. Although children have an understanding of fair testing and make some predictions, many investigations are too structured and provide fewer opportunities for children to develop independence in their investigative skills. Mathematical skills are well used in many aspects of science but the limitations on presenting findings restricts the opportunities to interpret data in a variety of ways.

80. Some aspects of art and design at Year 2 are of good quality, such as observational painting of flowers and sculpture work. High standards are achieved at Years 3 to 6 in making effective use of watercolours in landscape paintings and in detailed work of trees. Drawing skills are good and children know how to use pencil techniques to show texture. Graphic work is stimulating and children have become great users of the computer 'paintbrush'. Of particular note is the way that such subjects as art and design are linked to literacy, for example, by building textile panels to illustrate the book *Secret Garden*.
81. Standards in design and technology have improved and are now better than those expected for both seven and eleven year olds. Children are more confident in the whole designing and making process, including the evaluation of their developing skills and the high quality finished products. Year 2 children designed and made their own puzzles, including the box. Year 5 and 6 designed and made their own bread for parents' evening and succeeded in a challenge to design and make "a moving fantastic monster."
82. Standards in information and communication technology have improved and are now better than those expected for both seven and eleven year olds. The younger children have a firm knowledge and understanding of how to use computer programs to support them in their work, understand how to gather information from the Internet, load programs and save it for future use. However they have had limited experience of learning how to plan a series of instructions and are not confident enough to give a series of instructions to a programmable toy to make it move in a certain direction. By Year 6 they are very confident and competent users of information and communication technology and understand the problems associated with information collection, storing and retrieval.
83. The use of information and communication to support other subjects is a developing strength of the school and many good quality examples are seen in children' work, including spreadsheet calculations, designs relating to work in history and cut and paste techniques relating to mosques in connection with religious education.
84. Children achieve good standards in music. By Year 6, the quality of their playing, composition and listening is at a higher level than that expected for children of this age. Children sing with enthusiasm and this reflects the enjoyment that they have for this subject. However, the younger children lack experience of composing and have limited knowledge of ways they can use to write down their own compositions so others can follow them. Older children compose their own work, confidently talk about the various types of music such as classical, pop and heavy metal and know some of the basic differences between music from different cultures.
85. In the subjects of geography, history, physical education and religious education, standards are typical of those in other schools and all children make good progress.
86. In geography younger children use the subject terminology with confidence and have a good knowledge of their local area. By Year 6 they have a well-established understanding of how to use maps and a wider knowledge of how geographical features in other countries influence the

way that people live. In history the Year 2 children have a better understanding of how to use historical sources and make sensible conclusions from what they find out. Older children compare and contrast life of ancient civilisations to try and discover what it was really like, for example, by making an Anglo-Saxon shelter.

87. The wide range of activities outside physical education lessons is effective in extending children's physical skills. They benefit from team coaching and do well at inter-school competitions. By Year 6 all children swim a reasonable distance and understand what being a good team player means.
88. Religious education lessons have given the younger children a good knowledge of the specialist vocabulary associated with the Christian church. The books of prayers that children write and which are used during worship results in much exploration of religious issues. By Year 6 they have a particularly good understanding about the ways that all religions put special value on all living things and that they need to be cared for responsibly.

Children's attitudes, values and personal development

89. Since the last inspection this area of the school's work has improved and is now a real strength. Children's enthusiasm for school is very good and is reflected in their eagerness to be involved in the day-to-day life of the school and the many school activities available for them. Children's very good attitudes to the school are reflected in the way they work and most make good efforts to get on with their work and complete a task as well as they can.
90. Most children with identified special educational needs have very positive attitudes to learning and have very good relationships with the adults with whom they work closely. Working in small groups, children are enthusiastic learners, co-operating and supporting each other very well, respecting the contributions that each makes to the activities
91. Overall, the behaviour of children is very good especially in assemblies and in the majority of lessons. However there are a few children who challenge the authority of the teacher, which could make it difficult for others to learn but these incidents are handled well by teachers and no disruption was seen. In other lessons pupil's behaviour is very good and all children are able to enjoy their learning. Children are very courteous to visitors, they are eager to tell visitors about their life in school and to make visitors feel welcome.
92. Relationships throughout the school are very good. Children respond well to each other and with the staff. The adults in the school are very good role models they set a good example through their relationships with each other. This is reflected in the way children relate to each other and work and play cooperatively with each other. There have been no recent exclusions and there was no apparent aggression observed during the inspection. Children are able to enjoy their play with the good selection of playground games available for them. They look after these carefully ensuring they are put away after each playtime.
93. In a personal social and health education lesson the children's response to each other was excellent. In a discussion about anger children had the confidence to talk thoughtfully and with sincerity. They listened carefully to each other showing respect for each other's feelings. The personal development of children is very good and is enhanced through the school council and taking part in such activities as the Children's parliament. This provision for personal development contributes significantly to that for their spiritual, moral, social and cultural learning.

Throughout the school starting with the very young children the development of personal responsibility is good and this becomes very good by the time children reach Year 6.

94. Although children are happy to come to school the attendance rate at the school is unsatisfactory. The school is very aware of the few families who fail to get their children to school on a regular basis and is doing all it can to support these families. When poor attendance is a concern for children with special educational needs and is impacting on learning, precise individual targets are set for improvement and support is well provided. Equal opportunity for all children is evident in the daily life of the school, which works hard to develop a strong sense of community and respect for the values and beliefs of others. This is very well reflected in the ethos of the school.

HOW WELL ARE CHILDREN TAUGHT?

95. At the last inspection the quality of teaching was generally good being mainly sound at the Foundation Stage and Years 1 and 2 but better at Years 3 to 6. The findings of this inspection are that overall, the quality of teaching is good with a significant proportion of very good teaching and five excellent lessons. There was no unsatisfactory teaching, which is an improvement on the previous inspection. The teaching is good at the Foundation Stage and Years 1 and 2, which is an improvement and very good at Years 3 to 6. Of particular note is the teaching at Years 5 and 6 which was consistently very good and where most of the excellent lessons were taught. The teaching has many strengths and the few minor weaknesses are referred to in the sections about curricular subjects. This good teaching is having a very positive impact on children's learning and the standards achieved.
96. Some strengths were evident in all classes. Particular strengths include teachers' subject knowledge, very good teaching of the basic skills and effective lesson planning that has clear objectives. Teachers manage their classes very well and have high expectations of how children should behave. The very good relationships between teachers and children have been the main motivating factor for improving learning. In some lessons this was excellent. Teachers make time to listen carefully to children who know their contributions are valued and this makes them eager to do their best work.
97. Teachers plan lessons effectively with clear objectives for what they wish children to learn. Frequently these are shared with the children, particularly in the class of older children, who then have a clear understanding of what they have to do and what the teacher wants them to accomplish by the end of the lesson. Lessons move on quickly because the pace of working is good and children's concentration is maintained and work completed. Teachers plan lessons in ways that meet the needs of all children and group activities are generally appropriate for children's stage of learning. In this way the work set by teachers maintains interest and children get on with the activities they are given to do
98. Good teaching supports the children with special educational needs, those who speak English as an additional language and those who are Travellers effectively and makes a very positive contribution to the progress they make in all aspects of their learning. Teachers and support assistants know the children's individual needs very well because they have built up such good relationships with them and can then provide very effective guidance to promote progress in learning both in the lessons and when groups are withdrawn for more focussed activities. Support assistants are very well prepared and have a thorough understanding of their responsibilities. Tasks are well planned and are suitably matched to provide appropriate

challenge and learning opportunities. Individual targets are regularly reviewed, and together with teachers' assessments and specific tests, children's progress is very well monitored and appropriate new targets for learning and support are clearly identified on the individual education plans. Where behaviour is a concern, specific targets are agreed to support individual children as they develop strategies for managing their own behaviour more successfully. There is good teamwork between teachers, classroom assistants and the co-ordinator for special educational needs.

99. Teachers make assessments of children's progress during lessons either by observation or briefly recording as they work. This is generally used effectively when planning the next lesson. In classes with younger children teachers make time to explain how to improve their work as written comments may get overlooked and this is good. Children remember what they have been told and try harder. At the Foundation Stage the quality and use of daily assessment is good. This begins with the 'baseline' work when children enter school and the regular observations during lessons. The quality of marking is generally good and makes a significant contribution to children's learning. The best examples set clear guidance and generally encourage high standards.
100. Teachers use a good range of methods. For example, short sessions at the end of lessons are used well to reinforce learning, make assessments of how well children have achieved or to explain homework. When asked, younger children can explain what they have learned and older ones have a very good idea of how well they have achieved and whether or not they could have done better.
101. The quality of teaching in English and mathematics is good and sometimes very good. All teachers use the National Literacy and Numeracy Strategies effectively. However, teachers have recognised that the teaching of reading for the younger children needs more attention than in the literacy sessions and have now found an alternative way and additional time to ensure children acquire these skills. Teachers plan lessons in other subjects in ways that emphasise the use of literacy and numeracy skills. This is most effective in reinforcing what has been learned. Teachers have a very good knowledge of how to teach basic skills.
102. Teachers use homework that relates to work undertaken in class, satisfactorily to reinforce learning and consolidate what has been learned. There are clear guidelines and parents know exactly what is required. All classes provide homework that relates to reading and spelling but the range of homework for the older children includes other tasks, some of them timed, and this is used well. Good habits are developed that set children up well for the next stage of learning.
103. Teachers make effective use of all resources available to them, particularly information and communication technology to support learning, but a lack of some equipment such as toys to raise awareness of ethnic diversity at the Foundation Stage and Years 1 and 2 reduces the range of learning opportunities that teachers can offer. Another resource, support staff, are deployed very well by teachers. They are well briefed, well trained and use their knowledge and expertise well to support children's learning. Teachers ensure that their support assistant has written instructions for each lesson and the way that these adults talk to children about their work is having a positive effect on their learning. The support assistant in the Foundation Stage is very good and teamwork is very strong in this class. This is essential because a totally consistent approach is essential if children are to acquire the foundation they need to get them off to a good start to compulsory schooling. In almost all lessons there was clear evidence that the quality of support staff was an important factor in the quality of education provided by teachers.

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

104. The school provides not only a very broad and balanced curriculum but also one that is thoughtfully enriched to provide a very effective and stimulating education for all the children in its care. In planning its Framework for the Curriculum the school has taken very much into account not only the academic needs of all its children but all aspects of their development reflecting the school's aims and Mission Statement. One of the many strengths of the curriculum is the equality of access and opportunity it offers to all its children, and the very positive impact this has on the learning that takes place.
105. Successfully reviewing its own curriculum policies in accordance with the revision of the National Curriculum statutory requirements, the school has taken into consideration the national guidance for planning but has made changes within its two-year rolling programme to reflect the needs of its children. Physical education is identified as being of specific importance to the needs of these children and additional time is allocated to the teaching of this subject. The curriculum guidance for the Foundation Stage is implemented appropriately and the children work successfully towards the early learning goals. The school meets all its statutory requirements for teaching religious education. Regular monitoring and review of curricular provision and its effectiveness is a well-established and essential part of the process of the whole school management of the curriculum.
106. Very effective strategies are in place for the teaching of the basic skills of numeracy and literacy. The National Numeracy Strategy is well established throughout the school. Appropriate emphasis is placed upon mental activity, followed by whole class and group work, ending with the drawing together of the main learning by the end of the lesson. The different parts of the daily literacy lesson are equally well established and flexibly planned to meet the specific needs of the school such as in the teaching of reading to younger ones and developing writing. The school has very successfully evolved very good links between the teaching of literacy and other subjects, for example, children in Years 3 and 4 use literacy texts such as that of Carter and Mace's account of the discovery of the tomb of Tutankhamun to extend their work in history. In Year 1, after reading "*Fun things to make and do*," children follow the instructions very carefully and make delightful finger puppets to their own designs. Literacy and numeracy teaching for slower learners is very effectively supported by initiatives such as 'springboard' and additional literacy support groups working with very well trained learning support assistants.
107. Visits out of school are extremely well used to extend and enrich the work of all classes with many and varied opportunities planned each year. Visiting the travelling Tutankhamun exhibition sparks interest in the study of Ancient Egypt, and the understanding of the Islamic faith is enhanced by time at the Bristol Mosque.
108. Provision for activities outside lessons is very good and those offered are very well attended, particularly by junior children. The very wide range of lunchtime and after school sports clubs and arts activities greatly compliments the children's learning opportunities. The programme offered changes during the year to allow children the chance to attend a variety of the club activities. Many different sports are well promoted and all clubs are open to either gender. The diversity beyond sport includes gardening, cycling, computers, singing, recorders and art. A

French club is planned in response to a request for language teaching. Staff, parents and sports coaches all play an active role in taking responsibility for the club activities.

109. The equality of curricular access and opportunity is excellent. All children are valued highly and treated with the greatest respect. The school closely monitors achievements to reflect gender and attainment. For example, the under performance of boys in mathematics was the subject of very close observations. Findings showed that boys respond more favourably to practical activities and as this is taken into account when work is planned, having a positive effect on the boys' concentration and enthusiasm for the subject. Within Year 1, as the children are split between two classes, the teachers plan their work together, liaising closely to ensure that all of the age group has the same access to the whole curriculum. The school works hard to ensure that all children, whatever their specific needs, are identified, well supported and their learning is regularly monitored and reviewed.
110. The school provides well for children with special educational needs. Regular staff meetings provide opportunities for discussion and training in specific related issues. Effective lesson planning detailing the responsibilities of the learning support assistants makes an important contribution to the progress children make in lessons. For those children for whom English is an additional language, support is appropriately focussed on developing understanding of subject specific vocabulary especially in mathematics. An information and communication technology program, '*Starspell*', is used to good effect in this work. The designated governor is very supportive and keeps the governing body fully informed about the progress of the school's provision.
111. Very good provision is fully in place to promote children's confidence and understanding within all aspects of their personal, social, health and citizenship education through the planned curriculum and through the ethos that underpins the work of the school. The school's Relationship and Sex Education Policy encourages children of all ages to consider that with choices go responsibilities and consequences of actions. More formal sex education, based on the preparations for changes in life, is taught at the end of Year 6 and also explores issues such as friends and relationships. The school has adopted a very clear Drugs Education Policy, linking it closely with science and through planned activities children can be helped to live safely in a society where drugs are available. In Years 3 and 4, as part of learning about "What gets into my body?" children discuss how on a journey they may become ill and need medication, co-operating well to consider what they could do if they were in that situation.
112. Overall, the provision for children's spiritual, moral, social and cultural education is very good. The provision for spiritual education is very good. The very strong link with spirituality permeates the curriculum framework, identifying opportunities that can be developed within each subject. For example, English makes a very good contribution towards children's spiritual development as poems and stories are chosen to convey feelings when read aloud. Children write their own prayers for special times in response to world events. The daily act of worship makes a very positive contribution to children's spiritual development. In a whole school act of worship with the theme of "Going Places," children take part in a very moving and magical moment as they reflect upon their friends or those who will soon move to other schools - quietly with closed eyes or concentrating on the flickering candle flame - knowing that changes happen in everyone's lives. Religious education provides many opportunities for the spiritual enhancement of children's lives. They explore the beliefs of those who follow world faiths such as Islam considering such artefacts, as the prayer mat that has special and precious significance for worshippers. Each Friday a celebration of the good work of children praises their efforts and successes.

113. The provision for children's moral development is very good. Expectations of good behaviour and respect for others are high. Everyone is aware of the four very positive Golden Rules, which underpin the code of behaviour throughout the school, and children are quietly reminded to think about the consequences of own their actions. Adults provide very good role models in their relationships with their children and with each other. Many opportunities occur during the school day to strengthen the children's moral development not only through their circle time but also as their work in lessons. Clear procedures are in place to deal effectively with unacceptable behaviour and to provide support for children.
114. Very good provision is made for children's social development. During the year children are encouraged to take responsibility for events in school. In the spring term children formally invite their parents to their Open Afternoon, taking charge as they show them around the school. On Open Day, the Year 6 children look after visitors and act as guides throughout the school. Older children also design and produce greetings cards for sale as part of their business enterprise to raise money to purchase materials to build and Anglo Saxon hut. They play an active part in the School Council, are involved in the Children's Parliament and decide how to raise funds for their chosen children's charity. Children willingly take on everyday tasks such as preparing the hall for assembly or clearing away their materials efficiently at the end of lessons. They work and co-operate well together, supporting each other especially well in practical activities. On their residential visit to Kilve Court, the older children experience many new and exciting outdoor activities during their stay. Working together on School Grounds Day, everyone was involved in a mammoth project to improve the school environment contributing their ideas and designs and taking part in activities that ranged from building living willow sculptures, stone carving, painting their totem poles to making wind chimes and writing poetry.
115. Provision for children's cultural development is good and the school is developing a stronger multi-cultural curriculum but lacks resources to raise children's awareness of ethnic diversity. Awareness of other cultures is extended through the study of world religions, studying the ancient civilisations of Greece and Egypt and listening to music from other countries and experiencing a range of non-Western musical instruments. An Indian dance group plan to work with the children and links have been re-established with a Ghanaian school despite difficulties when the school was renamed and relocated after a fire. Reading books have been extended to provide a broader range of images. Horsington Harry travels widely, sending postcards and bringing home photographs of his visits providing occasions for discussions about different cultures. Developing an appreciation of their own cultural traditions is also important and the school is involved in musical events, such as the afternoon concert given by all the school's own young musicians and the production "Ocean Commotion" involving all the children. Artists, poets, authors are among the many visitors to the school who increase the range of children's cultural experiences as do visits to places such as Wells to see the Millennium Tapestry or to Montacute House as part of learning in history.
116. Excellent links with the local community support the school's work most effectively through the local parish church, using the expertise and support of local businesses and craftsmen, such as the blacksmith who transferred the children's designs for a gate in the grounds into wrought iron and a weather vane for the village hall. Bringing the community into school on numerous occasions makes outstanding contributions to the children's learning – These local visitors range from the fire officer and nurses to evangelists to tell of their experiences, and from puppeteers to members of the RSPCA. The community is involved too at the summer fete and Sports Day.
117. Very good relationships are developed with partner institutions. Children's families are very well informed and many are very actively involved in the life of the school. Good links are

developed with local playgroups and the *Play to Learn* sessions for parents offer a valued introduction to school. There is excellent co-operation between a group of small local schools. The close association of the headteachers and governors supports many funding and training initiatives. Schools in the Wincanton Federation liaise well for sporting and curriculum events. The high level of co-operation with all of the secondary schools effectively supports children ensuring their smooth transition to the next stage of learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS CHILDREN?

118. This aspect is of paramount importance to the school and the procedures for child protection and ensuring children's welfare are excellent. All staff know and understand the pupils well. There are clear procedures to follow to ensure that children are secure and well protected. The school's policy for health and safety ensures that effective measures are in place to keep children safe and all the related matters of health, safety and security are maintained to a very high standard. Parents appreciate the way their children are cared for and that their children are happy in school.
119. Procedures for the monitoring of children's academic performance are very good, and the educational and personal support of children is also very good. All staff make good efforts to ensure that everyone in the school community is valued. In lessons there is a consistent approach, which ensures the good behaviour of children and the elimination of oppressive behaviour. This effective support makes a positive contribution to children's well being, and enables them to take full advantage of the educational opportunities offered.
120. The school has very good procedures for assessing children's progress. Teachers make very good use of the information in monitoring the school's overall performance and in checking on how well individual children are developing. Children are assessed on entry and their progress is regularly checked and recorded. Teachers use these results to define children's individual targets and to evaluate the effectiveness of teaching. Parents are very satisfied with the information they are given on how well their children are doing.
121. All those who work with children with special educational needs throughout the school care for them very well and their support has a very positive impact on the progress made in all aspects of learning and personal development. The statutory requirements for a pupil for whom a statement of special educational need has been awarded are fully met. Clear procedures are in place when identifying and supporting children taking the requirements of the revised Code of Practice fully into account. Each Individual Education Plan has clear and precise targets which are regularly reviewed with parents and carers, discussed and agreed with each child and copied into reading diaries to become a focus for learning. A close working relationship has been built with the Inclusion Support Service a member of which very effectively enhances an aspect of the schools specific provision and supports children extremely well as they prepare for transfer to the next phase of their learning. The school has appropriate contact and involvement with other agencies, such as the Traveller Education Service.
122. Procedures for the monitoring and supporting of personal development are very good. This is well developed through the teachers' knowledge of the children and their families. Children feel valued in this school community. The procedures for monitoring and improving attendance are satisfactory but even so the attendance rate is lower than that of other schools and the headteacher has correctly expressed such concerns as those about holidays taken during term time. This is a weakness and the school plans to tighten up its procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

123. At the time of the last inspection the school's partnership with parents and the community was judged to be a strength. This has continued and parents' views of the school are very positive. A high percentage of parents say they feel the teaching is good and they would be confident to approach the school with any questions. Parents confirmed that their children are happy in school and that the school works closely with them.
124. There are very good links with parents, which help to consolidate and extend children's learning. Several parents help in school listening to children reading and cooperating with the school whenever there is a special event. Discussion with parents showed they are keen to be involved in the life of the school and especially enjoy attending such events as concerts and sports days.
125. The quality of information for parents is excellent. Home-school agreements are in place. Reports on children's progress are very thorough and give parents a clear indication of the progress their child has made and what they need to do in the future. The governors' annual report for parents and the school prospectus are well-produced and informative documents.
126. The school holds regular meetings for parents to discuss their children's progress. Newsletters are friendly, clear and helpful. They provide parents with an opportunity to share in the life of the school. In addition the teachers are very approachable and parents feel they can bring concerns or questions at any time and that they will be answered.
127. The school works closely with the parents and carers of children with identified special educational needs, keeping them well informed of their children's targets and learning support. Regular reviews of the children's progress towards their targets take place each term and parents and carers contributions to the reviews are recorded. Where a statement of special educational need has been awarded the parents are fully involved at all stages in accordance with the Code of Practice.
128. Parental contributions to children's learning at home and at school are very good. The school appreciates the support of the parent teacher association; they raise substantial funds, which provide many extras to support children's learning and their life in school. They organise many events both social and fundraising, which enhances the life of the children in the school and places the school firmly as a hub of community life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

129. The leadership and management of the school is very good overall as is the leadership of the headteacher. He has a clear vision of the direction that he expects the school to take to ensure a quality education for all children. He is a dedicated and caring leader with a very good level of professional knowledge and expertise. He has used these attributes very effectively to develop and mould team attitudes and values so that all staff share his understanding of what children can achieve. He sets a very good example to others through his own teaching skills and takes particular care to ensure that all members of his team, including the governing body and non-teaching staff, are consulted and involved in every aspect of management of the school.

As a result, the level of shared team commitment towards improvement and success is excellent.

130. The headteacher is fully supported and complemented by a very capable senior teacher who is a teacher of high quality in her own right. The senior teacher matches the headteacher in her enthusiasm for promoting the highest levels of education and care for children. Both have a clear understanding of their roles as senior members of the school. As a result, the school is united in its approach to guiding and teaching children and is very successful in achieving its goals.
131. Co-ordinators are in place for all subjects of the curriculum and they have a clear understanding of what their work involves. As a result, their contribution is positive and supports both staff and children's development successfully as with their monitoring of teachers' planning of work on a regular basis.
132. The co-ordinator for children with special educational needs manages this aspect very well. She is very knowledgeable and experienced and monitors the work of those with special educational needs rigorously. Working closely with teachers and with the very able special needs assistant she ensures that the needs of individuals and small groups of children are prioritised, supported and monitored in the best way in the time available.
133. The headteacher and all staff are very successful in ensuring that the school's aims and values are reflected in all that they do. All teachers have a clear understanding and expectations of what children of different abilities can achieve and this is reflected in their planning of work. As part of the school's aim to help children value their own contribution to the daily life of the school, teachers place considerable importance on the need to develop their self-esteem and ability to speak clearly and with confidence. They work very hard to ensure that all children feel happy and comfortable about coming to school. The school also has secure systems in place to ensure that new staff members are introduced quickly and professionally to school routines.
134. The governing body does a very good job in fulfilling its responsibilities for ensuring that the school runs efficiently for the benefit of all children. The chair and vice-chair of governors fully support the actions that the headteacher is taking to move the school forward. Both the governing body and the headteacher are clear about what needs to be done to improve the school further and work very successfully as a team to ensure that this happens. The governing body is positive in its involvement and guidance and a number of its members are involved in school during the week. Individual governors have specific class and committee responsibilities and they carry these out successfully and with enthusiasm. They regularly report back to the fully governing body on what they have achieved and observed in classrooms and demonstrate a corporate willingness to continue to increase their own knowledge and understanding of how their school functions so that they can support its continuing success. They keep themselves fully aware of the progress of the school improvement plan that also contains an action plan for governors within it.
135. The school has made very good progress with improvements in all areas of concern expressed during the last inspection. The role of the co-ordinators is now clearly defined and all understand what their responsibilities involve. The quality of termly curricular planning is now good and clear policies are in place for all subjects of the curriculum. The procedures for assessing children's attainment and progress are now very good as is the use of assessment to guide future planning in most subjects. There is now an appropriate curriculum for the reception children in the Foundation Stage and a health and safety policy is now in place.

136. Monitoring and evaluation of the school's performance and taking effective action is very good. The headteacher has a positive and constructive system in place for monitoring and evaluation the quality of teaching on a regular basis. This includes regular observations by both co-ordinators and members of the governing body and this approach is very successful because the initial ground rules have been fully discussed and agreed upon by all parties concerned. The governing body has a secure system in place for setting and monitoring targets to be achieved with the headteacher. He takes careful note of the school's test results, analyses them in detail and, together with his staff, makes changes as necessary as with, for example, the change of emphasis towards a more 'hands on' approach in mathematics to encourage the quality of learning of boys in particular.
137. The school is making good use of new technology and secure systems are in place to ensure that the financial and administrative work of school management is carried out efficiently. The last official audit showed that all systems were in order with only minor points to be addressed. All resources, specific grants and other funding are used correctly and the school applies the principles of best value well in making decisions to improve standards and the quality of education generally.
138. There is a sufficient number of suitably qualified and experienced teachers and support staff to meet the demands of the curriculum and the way in which they are deployed is effective. Both teaching and non-teaching staffs with specific skills or interests are encouraged to make full use of these across the school for the benefit of children. For example, the headteacher and the senior teacher exchange classes for music and religious education, the Foundation Stage teacher takes science with older children and the school secretary plays the piano for school productions.
139. The accommodation is good overall with a number of improvements in recent years that enhance the teaching of the curriculum and the learning of children. The new permanent building for the youngest children, the creation of the information communication and technology suite and the continuing development of the school grounds are but some of the developments that continue to support the good teaching practice. Although the hall is small and unsuitable for use with large equipment there are plans to improve it and, meanwhile, the school is able to use the village hall for some aspects of its physical education activities. Overall, resources are satisfactory but those for art and design and information and communication technology are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

140. No major areas for further improvement emerged from this inspection and the headteacher, staff and governors should now seek to:
- **Maintain and extend the very good development it has achieved by directing its work towards consolidating the improvements and ensuring that it carries out the work already planned as identified in the school improvement plan.**

Minor issues

71. When planning their action plan based on the school improvement plan, it should take into consideration the following minor areas for improvement:

- continuing the close monitoring of standards in mathematics, particularly boys.
- improving the attendance rate,
- extending resources to raise children's awareness of ethnic diversity

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and children	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	9	11	4	0	0	0
Percentage	17	31	38	14	0	0	0

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 one three percentage points

Information about the school's children

Children on the school's roll	Nursery	YR – Y6
Number of children on the school's roll (FTE for part-time children)	N/A	80
Number of full-time children known to be eligible for free school meals	N/A	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of children with statements of special educational needs	N/A	1
Number of children on the school's special educational needs register	N/A	15

English as an additional language	No of children
Number of children with English as an additional language	1

Pupil mobility in the last school year	No of children
Children who joined the school other than at the usual time of first admission	8
Children who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered children in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	10	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of children at NC level 2 and above	Boys			
	Girls			
	Total	13	14	16
Percentage of children at NC level 2 or above	School	81 (100)	88 (93)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of children at NC level 2 and above	Boys			
	Girls			
	Total	15	16	16
Percentage of children at NC level 2 or above	School	94 (93)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Separate numbers of boys and girls are not given since they are below 10

Attainment at the end of Key Stage 2 (Year 6)

Number of registered children in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	8	4

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of children at NC level 4 and above	Boys			
	Girls			
	Total	9	8	11
Percentage of children at NC level 4 or above	School	75 (90)	67 (70)	92 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of children at NC level 4 and above	Boys			
	Girls			
	Total	5	6	8
Percentage of children at NC level 4 or above	School	45 (70)	50 (70)	67 (70)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. Separate numbers of boys and girls are not given since they are below 10

Ethnic background of children

	No of children
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	75
Any other minority ethnic group	1

This table refers to children 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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of children per qualified teacher	17.8
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	76.86

Financial information

Financial year	2001/2002
	£
Total income	256,617
Total expenditure	241,383
Expenditure per pupil	3017
Balance brought forward from previous year	16,171
Balance carried forward to next year	31,345

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	5	0	0
My child is making good progress in school.	43	52	2	0	3
Behaviour in the school is good.	48	44	5	0	3
My child gets the right amount of work to do at home.	30	46	18	0	7
The teaching is good.	52	44	3	0	0
I am kept well informed about how my child is getting on.	34	54	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	38	5	0	0
The school expects my child to work hard and achieve his or her best.	52	41	3	0	3
The school works closely with parents.	36	57	7	0	0
The school is well led and managed.	41	52	5	0	2
The school is helping my child become mature and responsible.	52	38	7	0	3
The school provides an interesting range of activities outside lessons.	46	44	5	0	5

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

72. At the time of this inspection there were just five children in the Foundation Stage, sharing a class with some Year 1 children. The teacher's assessments of what children know, understand and can do, which are undertaken soon after they start school, were below the county average and their linguistic, numeracy and social skills were lower on entry than is usually expected for children of this age.
73. The previous inspection in 1997 made no judgements about standards but found progress overall to be unsatisfactory. The findings from this inspection show that standards are satisfactory. Despite the poor beginnings children now make good progress in their learning and by the end of the reception year most will have reached the early learning goals in all six areas of learning and laid the foundation for the National Curriculum. This is the result of good teaching and the excellent teamwork that exists between the teacher and support assistant so that there is a consistent approach to everything that children do.

Personal, social and emotional development

74. Children learn to mix amicably with others, to share and follow instructions. They establish positive attitudes to learning because of the sensitive ways that the staff introduces them to activities. The teacher gives a high priority to children's personal, social and emotional development and provides opportunities for them to work together cooperatively as part of the whole class, in pairs or in small groups, for example, when working on a model of the local church.
75. The quality of teaching for this area of learning is good. Personal and social development is planned for in activities and as separate lessons. In one lesson, involving reception children working with Year 1 and Year 2 they discussed what it means to introduce oneself and how to do it. Everyone took part, realising that a happy greeting involved looking at a person and smiling. As they moved to the next stage of introducing a friend and making a statement about them, most were outgoing and confident but a few found it difficult to speak in the larger group. This was well handled by the teacher who found a way for that child to achieve success. The effective teaching is resulting in effective learning. Children are interested, excited and motivated to learn. Attention is maintained and children sit quietly when appropriate. They have formed very good relationships with adults and one another. They are learning to show sensitivity to the views of others and expect other children to respect what they have to say.

Communication, language and literacy

76. Children begin the early stages of reading and writing when stories are read to them. They show enjoyment because of the teacher's effective use of expression and their involvement when encouraged to make comments, answer questions about the story and predict what might happen next. They realise that printed words have meaning and they recognise some familiar words. They are learning the sounds of letters and beginning to write their name but still need help to print all the letters the correct way. The more able in the group make good attempts to copy the teacher's writing underneath and sentences are legible with most letters well formed. Good progress is evident when this work is compared with their 'First Work Book'. Children who have special educational needs lack the physical skills to present their work as well as

others but nevertheless make good efforts and progress is good because they are well supported. The adults make good efforts to help children develop speaking and listening skills. They make sure they understand instructions and the teacher uses short sessions at the end of lessons to check what they have learned and give opportunities to speak and comment.

77. Overall, the quality of teaching for this area of learning is good. Basic skills are taught well and skilful questioning enables children to describe what they see and hear in some detail. For example, when talking about the story of *Olly the Octopus* they put the story in the right sequence and showed an understanding of the difference between a fantasy story and a factual one. The support assistant has a clear focus for her role and her confidence and familiarity with the children engenders an atmosphere of trust. Children love working with her and make their best efforts to complete a task. The quality of the classroom environment that stresses the importance of print in communication does much to support children in their written work and give them a love of books.

Mathematical development

78. Children have a wide range of counting experiences and practical activities such as sorting and matching objects to develop their numeracy skills. Mathematics is presented in interesting ways that make children see it as fun and they enjoy learning about the relationships between numbers. They recognise numerals around the room and most count reliably. For example, in a lesson about time they recognised all the numerals on the clock and counted them in the right order. They are using mathematical ideas to solve practical problems. They learn about the function of hands on a clock and how the second hand works, moving much faster than those for the minute and hour. When estimating how long sand will take to go through the sand timer they make guesses but take part in an experiment using the sand timer and a clock to arrive at the conclusion that both take a minute. There is obvious enjoyment when they take part in such activities as computer, bead threading, building link cubes, hopping and drawing games to see how much they can achieve in one minute. They are enthusiastic as they say, "In one minute I can" and then state what they have achieved.
79. The quality of teaching for this area of learning is very good. The teacher inspires and challenges children to do their best and the very good relationships motivate the children to make very good efforts. Very effective use is made of resources and the teacher understands how to teach basic skills well and does it. The teacher uses her expertise very well to make links to other areas of learning, particularly the scientific skills of investigating, exploring and experimenting.

Knowledge and understanding of the world

80. Children develop knowledge and understanding of the world around them through science activities by using their senses to explore and investigate. They listen to the sounds outdoors and identify what they hear. They know which are familiar sounds such as a barking dog but when they listen to a tape recording they find some sounds are more challenging, for instance, the noise of dolphins. They sort pictures into those that are animals and those that aren't and link this work to mathematics as they determine which group has most pictures and which has less. They use their senses when moving around the school and exploring the pond area, the class gardens and the field. They develop simple geography skills as they do this and know the main features in the village or where they live. They examine the past as they compare themselves as babies or examine toys now and those from the past. They build with construction toys and learn to stick materials together to make models such as puppets that they

have designed. They talk about the uses of information and communication technology and some can show others how to use them. They are skilled at using the mouse to move objects around the screen and use such software as 'Dazzle' to simulate painting and print pictures of the houses of the three pigs in the story.

81. The quality of teaching for this area of learning is good. The activities are well structured so that children make progress in manageable steps and suitable activities are planned to learning enjoyable. The very good relationships make children feel secure and willing to try new experiences.

Physical development

82. Children are learning to use such tools as pencils, scissors and brushes to present their work when they draw, paint or cut and glue. When working outdoors they show an awareness of space and make good efforts to ensure they do not bump into others. They enjoy warm up tasks such as running, stopping and changing direction. They use small apparatus, for example, to learn to control a ball by throwing and kicking. There was no opportunity to see children involved in dance aspects or gymnastics using apparatus. However, these activities are planned and children can talk about them. Children have some understanding of the changes that happen to their bodies when active and know it is important to keep healthy.
83. The teaching is good. The teacher is knowledgeable about the needs of young children and shows patience and sympathy for those experiencing difficulties such as using pencils with control. The teacher uses her expertise effectively to settle excitable children when outdoors and creates an appropriate atmosphere in the classroom for learning to take place.

Creative development

84. Children are developing appropriate techniques in their creative development using a range of media such as paint, pencil drawing, glue, fabrics, malleable materials, collage materials and a range of papers. They use the computer to create pictures of stories they have enjoyed. They develop techniques for cutting safely and accurately. They are learning that colours change when mixed together and use their imagination in painting and drawing. They are learning to clap rhythms in music and enjoy handling percussion and experimenting with sounds. They have memorised some songs and sing rhymes. In assembly they join in singing with enthusiasm.
85. No lessons were seen of this area of learning during the inspection so no judgement is made about the quality of teaching. However, displays and samples of work indicate that teachers encourage children to make good efforts and that their work improves as they are taught systematically the techniques to develop their creative skills.

Management of the Foundation Stage

86. The co-ordinator for the Foundation Stage is well informed and is fully aware of what is needed to further improve the current quality situation. She is clear about what her role involves and in recognising that parents are a child's first educators is keen to see them working as partners. There is a good balance between the activities she plans and those initiated by the children. Particular attention has been given to identifying those with special educational needs early and providing the support they require. The excellent teamwork results in a consistent approach to children's learning and both adults use their experience and expertise effectively in supporting,

directing, teaching intervening and involving themselves in children's learning. There is a minor weakness in that the school lacks resources to raise children's awareness of ethnic diversity.

ENGLISH

87. Although children enter school with linguistic skills that are lower than is usually expected for four year olds they do make good progress. The good teaching they receive at the Foundation Stage means that by Year 1 most have laid the foundation for the National Curriculum. The inspection findings for this subject are that standards are average overall but a significant proportion reach the higher levels in reading and writing and a few who have special educational needs reach a level appropriate for their stage of learning.
88. The National Curriculum tests in reading and writing for 2001 showed that almost all Year 2 children reached levels typical for children at this age and those who didn't do so have special educational needs. Last year there were some children who reached the higher level in reading but none did so in writing. The school has received the results of this years' tests for the seven children who did them and there is an improvement in that a bigger proportion have reached the higher level in reading and a few have done so in writing. The inspection findings are similar to these most recent test results.
89. At Year 6, there were 12 children who did the National Curriculum tests in 2001, which is a very small year group. Although children did less well in the 2001 National Curriculum tests for English than the previous year their results were close to the national average and when looking at those reaching the higher level the school performance was above average. This year the test results show that all except those with special educational needs have reached the expected level or done better and the school has exceeded the statutory targets set for English. There is no information available yet about the national average so no comparison can be made. However, the inspection findings are similar to these most recent test results.
90. The findings of this inspection show an improvement on the previous report because progress is now good in all classes and children improve consistently as they move from class to class. Although standards in the subject are satisfactory overall there are some aspects, for example, reading, spelling and writing, particularly poetry where children achieve good standards in Year 2 and Year 6. Travellers and those children who speak English as an additional language do have some problems with writing English but when supported in class by teaching assistants they make the same good progress towards the targets they have been given as everyone else.
91. By the end of Year 2, children at least reach the expectations for seven year olds in speaking and listening and a few are doing better. Given the starting point of the majority on entry this shows good progress. Most children are confident speakers who express their thoughts and ideas well as seen in discussions about their work. They listen carefully to instructions from teachers and take account of what others have said in conversations. By the end of Year 6, most children have continued to make good progress in their speaking and listening skills. Most are articulate and take part in debates, expressing their opinions coherently with due regard for the views of others. They use a wide-ranging vocabulary, which has improved through studying other subjects such as science and history. They are eager to participate in discussions and their thoughtful responses to questions show their understanding of issues such as care of the environment and moral dilemmas.
92. By Year 2, children are confident and happy with their reading. Most read fluently, understand what they read and are well able to talk about a story and the characters within it. They have committed to memory a good store of everyday words and they use appropriate phonic skills when working out unfamiliar words. There is a love of books and children look carefully at the cover and read the blurb before deciding whether to read a book or not. By Year 6, the

majority of children are above average readers. They know the authors they like and can talk about a range of books they have written and which titles appealed to them most. Some children are avid readers and cannot find enough books that they haven't read so re-read such books as the Harry Potter series. One child who is currently reading the second book in the trilogy of *'Lord of the Rings'* made bold statements about liking more challenging reading and clearly the Northern Light series by Philip Pulman appealed. Children read a range of books, expressing very well their choices and preferences. Boys particularly favoured factual books and magazines relating to their interests and hobbies. A strength in reading is children's ability to review a book and get to the nub of what it was that made them want to read on. The reading diaries of older children are in the form of letters that pass between them and the teacher whose comments are supportive and challenging.

93. Standards in writing by Year 2 are satisfactory overall with some good aspects. children like experimenting with new words and a good example of this came in a lesson when children were making a sentence beginning, *'the world is'* and used descriptive words such as *wonderful*, *mysterious* and *creepy* in their writing. Their responses in class show they have developed a wide-ranging vocabulary and this is evident in their written work. Samples of written work show that the majority create stories that begin well and have reasonable endings and a few children are often working at a higher level than that usually expected for this age, for example, in spelling and, in the use of vocabulary. In their factual writing, such as that about visiting a school in a different environment, they show an understanding and tolerance of those who live in very different areas thus making a valuable contribution to children's personal development. By Year 6, standards in writing are at least satisfactory and the use of planning, drafting and redrafting writing is a regular procedure and helps children improve their efforts. Overall, spelling is generally good but there are some weaknesses in punctuation, for example, the retelling of the story of Beowulf and Grendel used good expression but lacked use of commas. The teacher's marking comments are particularly good and work following these comments is improved and shows a better understanding. As at Year 2, some writing at Year 6 contributes well to children's personal development, for instance, that related to the use of nuclear power and its effect on the environment and raising money for turtle conservation.
94. Collections of story writing and poetry have been made into books and these are of a good standard. At Year 2, children had written reports about a puppet show that showed sensitivity about how the characters behaved in the story. A book of poems about chairs was a good example of the use of varied vocabulary, for instance, *'My chair is soft, warm, squelchy, spongy, friendly, fluffy, mushy and silky'* and at Years 3 and 4, a collection of poems associated with the seaside used such phrases as, *'crashing blue waves'* and *'twisting green octopus'* to good effect. A collection of poems that showed high standards had been inspired by one entitled, *'Poems to be Spoken Silently'* and such examples as: *'I heard a feather float to the ground like a mouse with his pom-pom slippers on'* by a Year 4 child and *'it was so still I heard a raindrop fall on a feather'* by a Year 3 child clearly reflected the original inspiration.
95. Year 2 children have made good progress in their handwriting and are learning to join letters. Handwriting is mainly legible and well presented. Slower learners are well supported and make good efforts but their handwriting shows that they are still at the stage of needing help with forming spaces between words and letter formations. By Year 6, children have a legible, joined style and although mainly well presented, some children take less care and need constant reminders. It is often the more able children who are the worst offenders and sometimes their work is messy.

96. The National Literacy Strategy has been successfully implemented as shown by the children's work. The school now has a more flexible approach and has made some changes from which children are benefiting, for example, having reading sessions each day at other times than that designated for the literacy sessions. Literacy skills are well developed and help to raise standards in other subjects as children use them to find out about other lifestyles, times and cultures. They use their wide vocabulary to debate social and moral issues. Children use information and communication technology very effectively for the presentation of their work and research.
97. Children achieve well because of the good quality of teaching. All the teaching of English was at least good and in the Year 5 and 6 class it was very good. Particular strengths include good planning and preparation for lessons where teachers provide activities for the full range of ages and abilities and resources are carefully chosen to maintain interest. Another strength is the links made across subjects where children are encouraged to practise the skills learned in literacy lessons. Teachers are knowledgeable about the subject and they challenge and inspire children to give their best efforts. A notable feature is the high expectations of teachers and the brisk pace of lessons which means children work productively to deadlines. Support staff are carefully briefed before lessons and they make a significant contribution to the good progress made by children with special educational needs and those for whom English is an additional language. Targets are set each week and progress checked. All children are included in all aspects of English and both additional literacy support and early literacy support is provided for those that need it by the well-trained support assistants. Higher demands are made of the faster learners and their tasks are extended if they finish early. Homework provided by teachers helps to enrich the work in class as it focuses on reading and spelling. Classrooms are orderly, discipline is very good and this helps to maintain a positive climate for learning.
98. The management of the subject is very good. The co-ordinator monitors standards in English closely and is well aware of the school's strengths and weaknesses. As a result of evaluations targets are set and action taken. Resources have been improved and amongst the range of support for colleagues the co-ordinator makes reading books of specific interest to slower readers that improve their interest because they are about topics they love. She has a clear vision of what the school does well and where improvements are needed.

MATHEMATICS

99. Standards are average by the time that children are seven and eleven years of age. Because the size of the year groups are small at Year 2 and Year 6, this means that there can be a considerable year-to-year variation in the National Curriculum test results thus care is needed in interpretation of them. Results for the last five years in Year 2 generally show an upward trend after 1998. The same applies for those in Year 6 where the movement upwards is broadly in line with the national trend. Results for 2002 show that this improvement continues. These results are similar to those reported at the last inspection.
100. By the time they are seven, children have a reasonable understanding of basic digital and analogue time. They know how to complete simple multiplication and understand the concept of a number sequence. They can use their knowledge and understanding of number to solve simple problems relating to money and have a broad awareness of what is involved with symmetry. Children know how to measure to the nearest centimetre and can subtract numbers at a basic level.

101. By the time they are eleven, children are clear about numerical intervals and understand the basic relationships between fractional and decimal sequences. Higher attaining children have a good understanding of such terms as, 'mode', 'mean' and 'median'. Children understand and use long multiplication in their work and know how to solve problems involving both multiplication and division. They learn about negative numbers and understand the concept of the lowest common denominator when working with fractions.
102. The quality of teaching is good overall but with some excellent teaching in Years 5 and 6. As a result, children make good progress with their learning of this subject. Teachers have a good basic knowledge of mathematics and make regular use of subject specific words. This ensures that children's knowledge and understanding of mathematical vocabulary is extended. Teachers use the National Numeracy Strategy very effectively to enhance children's learning. As with a lesson seen in Year 6 on aspects of data handling, the high quality of teaching is marked by fast pace, a sense of humour and a willingness to accept and incorporate comments that children make. This encourages them, some of whom, who do not offer their views confidently to make the best progress possible.
103. In planning, teachers set out clear learning intentions in lesson plans and on the board. As a result, children know exactly what they are expected to achieve by the end of the lesson and this has a positive effect on the quality of learning achieved overall. In some lessons, more specific targets for each ability group to achieve in terms of amount and within a specific time frame would increase children's learning further. All teachers have a very good level of expectation of how children should behave and work and this ensures that the atmosphere within their rooms supports effective learning. Where teachers' expectations of children are very high, as in a Year 5 lesson on the interpretation of pie charts, work is matched accurately for children of various abilities and this ensures that all children, including those with special educational needs, make good progress. Astute questioning is the order of the day and children thoroughly enjoy their lessons because mathematics is presented with a sense of humour and attention to detail.
104. Teachers use an effective range of methods that make sure that children concentrate on their work. They are firm and fair in their relationships with children and this helps to ensure that lessons progress in a steady and ordered way. In some of the best lessons, teachers set children limited amounts of time to complete various tasks. As a result, children rise to the challenge, find their mathematics exciting and are keen to learn.
105. The quality of assessment that teachers make is good overall. They mark work regularly and generally make positive comments to children both verbally and in written form. The quality of marking is variable in terms of the use it is to children. When it is particularly good, teachers explain to children clearly how they can improve their work or a particular process of computation. Records of children's progress are regularly updated and keep teachers informed as to how well each pupil is achieving. As a result of regular assessment and analysis of results, teachers are aware of the need to make mathematics activities as practical as possible to ensure that boys, in particular, remain on task and remember what they learn.
106. The co-ordinator for this subject has a very good understanding of his role and the targets set for improvement are realistic. He supports teachers effectively by monitoring both teaching and planning and provides positive feedback to them. This enhances the quality of teaching of mathematics throughout the school. Teachers make appropriate use of numeracy to support learning in other areas of the curriculum and the use of information and communication

technology to support this subject is good. A very good example is seen in the spreadsheet work relating to business card designs that are sold to raise money for resources.

SCIENCE

107. Overall, standards in science by Year 2 and Year 6 are typical for their age. The numbers in each year group of Year 6 children are small and some variation in the National Curriculum test results is inevitable but the performance of children at the end of Year 6 shows steady improvement over the last four years in line with the improving national standards. The school's results in 2001 are close not only to the national average but also when compared to schools from similar backgrounds, including those children who reach the higher levels in their tests. Children with special educational needs are well supported in their work and progress well in their learning, but their numbers within the current year group may have significance in the 2002 tests. Inspection findings for the current Year 2 show that standards in their work in lessons and throughout the year are typical for their age with some very good learning taking place.
108. Throughout the school, the children build successfully on their previous scientific knowledge and understanding. Very good learning takes place in Years 1 and 2 as a result of high quality teaching. In a class sorting activity, children identified a range of light sources, rejecting those that only reflect light. Working with torches and their own puppet shapes, Year 2 children experienced how shadows form and enjoyed investigating how to make the eyes of their puppets come alive! Using the terms "transparent" and "opaque" accurately to describe the materials they used, they made sensible predictions, about what would happen when the shapes were exposed to sunlight for several days. In their previous work they tested materials and described their main properties, prepared jellies and learnt how materials change, developing their understanding of solids, liquids and gases which they expertly presented using their computer skills, cutting and pasting images to illustrate their work. Observing and comparing the germination of their seeds, they found out about the conditions in which their beans grow best, measuring and recording the changes in a Bean Diary.
109. In Years 3 and 4, children develop their understanding of the properties of different materials learning about absorbency, elasticity, electrical conductivity and insulation and consider the suitability of the materials used for everyday objects. They predict and test which materials are attracted to magnets, and investigate the comparative strengths magnets. Using eggshells to replicate their teeth, they discovered by testing everyday substances, which are the most harmful. They can identify by name the different types of teeth and their functions. Further investigation of the properties of light, resulted in children in Year 4 explaining how the eye reacts as light enters, and which materials allow light to pass through.
110. It was not possible to see a Year 6 science lesson but discussion with children in Year 6 show many elements of good learning and understanding of their work in science, for example of magnetic forces, illustrating the relevance of north and south poles in magnetic attraction and repulsion. They know the components necessary for a complete circuit, offering scientific reasons for the failure of a bulb to light and consider how to make it shine more brightly. They make good progress in their understanding of parallel and series circuits and, through their work on electrical insulators and conductors, become aware of the potential dangers of electricity in everyday situations. Building on their earlier learning about the life cycles of plants, they investigate the functions of stems, identify the parts of a flower such as stamens and link the ideal conditions for microorganism growth over time.
111. It was possible to observe only two lessons and the teaching was very good in one and satisfactory in the other. In talking to children about their work and in looking at the samples provided the evidence shows that the effective teaching reflects effective learning. Lessons are well planned and resources well prepared. The learning intentions are shared well with the

children and set in the context of work of each class. The accurate use of appropriate specific scientific vocabulary is always encouraged and develops very well. With high expectations and well-matched activities to extend each child's understanding through both stimulating experiences and skilled challenging questioning by both the teacher and the learning support assistant, teaching and learning are at their very best. Children with special educational needs generally progress well because of the focussed good quality support they receive in lessons.

112. Teachers make effective use of resources and plan many opportunities for children to develop their knowledge and understanding of all aspects of their work in science through first hand practical experiences. For example, when studying different types of soils, children in Years 3 and 4 investigated soils using magnifying glasses and separated the materials in water to identify the particles found within the sample. Although children have some understanding of the concept of fair testing, there is a weakness in that too many investigations are formally structured, limiting opportunities for children to develop independence in their investigative skills. Appropriate mathematical skills are well used in aspects of measurement but the limited ways that findings are presented restricts opportunities for interpreting data in a variety of formats as learnt and used in numeracy lessons.
113. Teachers plan very good links between science and other subjects and this is a real strength of the school's work that further enhances the learning in science. In a physical education lesson, the Year 2 children debate how their bodies function and are learning how this applies to their activity. Inspired by the gardens they saw on a geography visit to an urban school, the infant children extend their interest in plants by establishing their own gardens and successfully grow a range of very healthy vegetables and flowers in small plots near their classroom. The school's extensive grounds and recently established environmental area complete with rapidly developing pond provide a most valuable home-based science resource. There is very good use of information and communication technology, for example, to record work related to solids, liquids and gases by using images and cutting and pasting to word processed work.
114. Teachers encourage personal development and children enjoy their work in science. Older children talk willingly and confidently about their learning. In groups they co-operate well and share ideas and listen carefully to each other in whole class sessions. In the Year 1 and 2 class, children became totally involved in their learning. Excitement developed as light was gradually excluded and darkness fell in anticipation of their investigations with torches, making a delightful contribution to the children's spiritual awareness of the wonder of the world around them, particularly when shadows were made.
115. Science is very well managed. Although relatively new to this role the co-ordinator has a clear understanding of the subject's strengths and needs for development, successfully organising science workshops, visits to an environmental centre and providing specialist teaching in Years 5 and 6. Subject priorities correctly include continuing plans for greater development of children's scientific enquiry skills and extending resources.

ART AND DESIGN

116. In the last inspection report standards in this subject were judged as generally typical for age and progress was mainly satisfactory although there was some good progress in some junior classes. Standards have now improved. In this inspection the findings are that standards are mainly typical of what is seen in other schools at Years 1 and 2 but there are examples of higher standards in some aspects of work at Year 2, for example, observational painting of flowers and

- sculpture work using clay. In Years 3 to 6 standards are better than that usually expected at this age, particularly in Years 5 and 6 where children produce high quality work.
117. Although no lessons were seen at Years 1 and 2, children talked enthusiastically about sculpture work, painting related to the sun and the planets, night pictures and painting toys. They have had the opportunity to investigate and use a reasonable range of materials and processes. They talk knowledgeably about using brushes and sponges in painting and developed their own three-dimensional work using clay, cardboard, twigs and branches. They understand how to mix colours to achieve an end result as they did when combining three colours for painting the sun and planets. This work has such a dramatic effect when entering the classroom. When talking about a recently completed piece of work they know what can be done to improve it if they did it again but found it more difficult to talk about the differences in their work with that of others.
118. By Year 6, children reach high standards. They have used watercolours very effectively in the painting of trees with great detail. When studying landscapes they used watercolours in this work too and inspired by such phrases as, *glistening moonlight* and *glowing dawn* they have created some wonderful images and used colour to suggest moods such as tranquillity. The successful use of watercolours resulted in a business opportunity to make cards and sell them to raise money to buy materials for building an Anglo-Saxon house. Perspective and design are good. Pencil techniques are used particularly well to show texture in outdoor scenes. At Years 3 and 4, children have extended their drawing skills learning how to press harder or softer to create different tones.
119. Only two lessons were seen so no overall judgement is made about the quality of teaching but in one lesson it was good and in the other it was excellent. Teachers plan work in ways that enable children to systematically build on their art and design skills. They teach them to observe the work of artists past and present and then try out the techniques these artists use to see if their work is improved by such use. Lessons are well prepared and resources accessible, which enables children to progress well. Teachers make good use of information and communication technology. In one lesson they used digital images that had been taken from around the school and then created a sketch of it that was worked on further when painted. Other classes had used software called '*Dazzle*' to simulate painting and print their pictures. Younger ones used the same program to make a shape, fill it in and save it. Teachers are very good at linking literacy work to art and design. At Years 5 and 6, children were inspired by the book, 'Secret Garden' to build textile panels using a range of techniques to depict scenes and characters from the book. The teacher showed great appreciation of the work already developing, which raised children's self esteem and resulted in some incredibly good efforts. One child had created roses using five layers of felt and another had produced very detailed but tiny lambs. The teacher had very high expectations of what they could achieve and the children responded very well. There was an evident concern by the teacher that the work would stimulate and involve those with special educational needs and she ensured that these children had work suited to their stage of learning but from which they could achieve success. The high quality support from a visiting teacher was instrumental in these children's success. The high challenge and inspiration provided by the teacher together with the excellent relationships that had been created provided the foundation for very good learning and children showed real pride in their work.
120. The management of the subject is good. Although the co-ordinator is new to the role, she is very well organised and has made considerable progress in managing this subject. An art club, run by two teachers enhances and supports the learning opportunities for this subject. Plans are already afoot for an artist to visit the school and extend children's learning about sculpture. Attention is given to the art work of other cultures and children have had their awareness raised

of such work as that of Native American Indians, Mexican art and the contribution of Islamic art.

DESIGN AND TECHNOLOGY

121. Standards in design and technology have improved and are better than those expected for both seven and eleven year olds. Only two lessons were observed but evidence was sought from displays and examples of children's work, teacher's planning and discussions with both teachers and children. All children, including those with special educational needs, achieve well.
122. The issues raised during the last inspection have been successfully addressed. A planned two-year programme for the subject is in place for each class, taking into account the national guidance and necessary resourcing is well considered alongside each of the planned activities. Good attention is paid to the specific and appropriate needs of planned work that involves food technology, such as bread making, both for working in the classroom and when using the kitchen facilities with small groups of children. Very good contributions are made to children's spiritual development through their work exploring different products and experiencing working with a range of materials.
123. Good progress is made in developing understanding of, and confidence in, the whole designing and making process, including the careful evaluation of developing skills and the their high quality finished products. In Year 1, children design and make finger puppets producing animals with distinct characteristics in their design, for example, an elephant with a long grey trunk to a bat with spreading wings. Choosing their own materials they are challenged to make a model that will stand up without supports. They improve their own designs as they learn from their attempts to achieve their goal. After looking at many different puzzles in the classroom, Year 2 children design and make their own, including the box, developing the accuracy of their cutting and joining skills, and evaluating their work well especially when considering the suitability of the size of each piece of the puzzle. Writing the instructions for making their puzzles links effectively to their text work in literacy.
124. In Year 3 and 4, building on their earlier skills, children discover how to make strong frames using simple materials before developing their designs of model chairs that reflect the character and personality of the chair's owner. The comfort of the slippers they make is one of the considerations the older children take into account when designing and making their own footwear to a high standard shown in the photographic record of their work. Their detailed labelled designs, together with identifying skills, materials and decoration also set very specific criteria, such as correct fitting, against which their slippers are evaluated. The ultimate test was how well they fulfilled their role during the residential visit to Kilve Court. Before designing and making their own bread for parents' evening, Year 5 and 6 'blind taste' samples often with unusual and new flavours, considering the rising agents and texture as well as their preferences. Using their considerable skills, these children reach the finals of a challenge to design and make "a moving fantastic monster."
125. Throughout the school, the very relevant and meaningful links that are made between design and technology projects and children's learning in other subjects is a great strength of the teaching and has a considerable impact on children's enthusiasm for the task and the good progress they make. For example, as part of their study of farming in Ancient Egypt, children in Years 3 and 4 know the importance of irrigation and the need to collect water. Using their historical information about the use of the *shaduf* to lift water, they make their own working models based on the tradition Egyptian design, accurately measuring the component parts and modelling clay buckets. Meeting and resolving several problems they successfully transfer some of their designs to larger scale working models to lift water from the stream in the school grounds. Good use is made of information and communication technology, for example, when older

children are discussing and negotiating improvements to make to their buildings, they confidently use digital images of their buildings for the brochures they are to produce.

126. The quality of teaching is very good. In the two lessons seen it was very good in one lesson and outstanding in the other resulting in the very best learning for all children, including those with special educational needs. Both lessons were very well planned. Teachers have very good relationships with their children, which motivate them to try hard. Teachers' had high expectations, and used skilful questioning to encourage all children to achieve well in all aspects of the designing and making process. Work on Anglo-Saxon buildings very successfully involved the use of skills and understanding from many areas of the children's learning. They met and solved problems relating to their design with enthusiastic, knowledgeable support from the teacher, who challenged and guided consideration of the finished structure. Flexibility in planning confidently takes into account the changing weather conditions for work on the large willow structure outside transferring the skills of design and construction on a large scale to add further interest to the school environment.
127. The very good teaching results in children who derive great pleasure from their work. The perseverance and ingenuity they show in their work is well rewarded by their achievements. Older children work together very well, suggesting ideas and younger children are enthusiastic and justifiably proud of their work. They support each other well and co-operate happily as they clear away their materials at the end of the lesson with great efficiency!
128. Design and technology is very well led by the co-ordinator. She has a very clear vision of the work in the subject throughout the school, and is monitoring the standards through observation, and assessment of children's work. A portfolio of the progression of the school's work in design and technology is being developed.

GEOGRAPHY

129. It was not possible to observe any lessons during the inspection. From evidence gathered through discussions with children in Year 2 and Year 6 and with teachers, together with a review of planning and an analysis of children's written work, the overall standards, both at ages 7 and 11, are typical for children of those ages. Progress is generally sound, with examples of better progress in some aspects of learning, such as the Year 2 knowledge and understanding of places and the very good use of geographical vocabulary throughout all the year groups. Children with special educational needs and those for whom English is an additional language make appropriate progress and comments in workbooks show they are well supported in their learning
130. The local area around the school is well used to support learning particularly by the youngest children. On a walk down the lane to the village, they identify the features of the area they pass such as the village hall, fields and the road signs. In developing their understanding of maps the Year 1 children begin by looking for the school on the local map, locating their homes in relation to the school and finding the route they follow to school each day. After talking about where they live, they identify their addresses and post letters to one another.
131. When discussing their visit to a school in a contrasting urban location Year 2 children share their impressions, using factual evidence to support their opinions. Surveying the traffic outside both schools they report a sharp contrast between the numbers of cars passing in a ten-minute period, increasing their awareness of the different environments. Noise and the dangers of

traffic are the reasons they give for relocating the town school to a quieter place nearer to fields.

132. Ghana is the area of the world through which children in Years 3 and 4 begin to widen their understanding of places. Locating the continents on a world map, they identify the main rivers and deserts of Africa before finding out through their observations of the Chereponi details of the climate, landscape, transport and buildings of that part of the country. They present their work very well in the form of an information book. Good use is made of information and communication technology, for example, using the Internet, they take part in the Question of Life Survey "Sustainable Somerset" and identify reasons for living in a village and the needs of the area. Concentrating on recycling and waste, they survey the school rubbish bins by collecting data about the type of waste and conclude that most materials they find are recyclable.
133. A visit to Wincanton was an effective way to provide an opportunity for children in Year 6 to use their map skills. Experiencing a range of maps of different scales they explain the use of co-ordinates, keys, symbols and compass points when using a map. Making river courses in the playground promotes good understanding of the flow of a river from source to mouth. Explaining the features of rivers such as tributaries, meanders and ox-bow lakes, they understand the effects of flooding and erosion of the river bed and how damming a water course can change a river such as the Aswan Dam on the Nile
134. The inclusion of an innovative character, *Horsington Harry*, in the children's experiences in geography is a great success. Visiting places in this country and abroad, he sends postcards of his destination returning with photographs so that the locations can be discussed. This has extended the children's knowledge of maps and the places he stays.
135. Although no lessons were seen it is evident that teachers use the subject well to contribute to children's cultural development and opportunities to develop spirituality are planned when children consider the wonders of different landscapes such as deserts and mountains, or discuss improvements to the environment. The children in Year 2 express this so well as they reflect on their feelings about going to a school in a busy town.
136. The subject is well managed. The co-ordinator is new to her responsibilities in geography and has correctly identified priorities for the subject, particularly in developing her monitoring role, and reviewing the provision for some aspects of the programme of work.

HISTORY

137. Standards in history are typical of those expected of children at the end of Year 2 and Year 6. As only two lessons were observed additional evidence is gathered from children's previous work and displays, discussions with teachers and children and from the planned curriculum.
138. Good improvements have been made since the last inspection. There is a new policy, better planning, improved resources with increased use of information and communication technology including the Internet, and more "big books" to develop further links with literacy work.
139. Children progress well in their learning, making new gains in knowledge, understanding and skills. By Year 2, children use different sources of information when learning about important events of the past such as the Gunpowder Plot. By comparing life at home they learn of such

differences as how life has changed for children. Children are skilled at explaining and know how to research information, for example, when conducting visitors around their very own Toy Museum, the children talk about the ages of the bears and explain the use of Victorian toys such as the whip and top. They know why it is important to display labels to make the exhibits clear to visitors

140. Children in Years 3 and 4, compare the lives of people in Athens and Sparta, find out about Greek gods and ships, and know about the Battle of Marathon and the origin of the Olympic Games. Using their knowledge about a second great civilisation, that of the Ancient Egyptians, they are able to make decisions about the lives of the people of that period. In Years 5 and 6, when studying Anglo-Saxon times, children use their knowledge of simple houses with sunken floors to design and make small-scale model homes
141. In both lessons seen the teaching was very good and has a significant impact on the quality of learning that takes place, providing opportunities for children to use their historical knowledge to very good effect and to make informed decisions about their work. Well-planned activities lead the lessons on at a good pace, maintaining the level of interest very well. Very good relationships and challenging questioning encourage all children, including those with special educational needs, to share their learning and extend their understanding. In the lesson in Years 1 and 2, the very well prepared and skilled learning support assistant, whose effective questioning helps to maintain the children's concentration and interest throughout the exciting lesson, further enhances the quality of learning.
142. Teachers make excellent links between history and other subjects promoting very effective learning opportunities. For example, children use their numeracy skills of the measurement of length and knowledge of angles to design and make a painted coffin to hold a clay mummy taking into account its exact size and shape. "Journey to the Underworld," a recount based on the "Book of the Dead" places history in the Year 3 and 4 children's text work in literacy. Teachers use visits to places of interest effectively, for example, a visit to the Tutankhamun exhibition in Bristol really fired the children's interest and imagination. . Teachers make very good use of information and communication technology for example, older children use the Internet to access information about the archaeological discoveries made at Sutton Hoo and learn about village life, burial sites and Saxon homes, clothing, jewellery making comparisons with their diet and buildings.
143. Teachers plan very valuable contributions to the children's cultural development, through their developing understanding of the different times and peoples they study. Spirituality is very evident as the younger children anticipate the official opening of their museum, watching expectantly as the ceremony takes place in the style of a celebrity - to the applause of the assembled class.
144. The very effective teaching is resulting in very effective learning. Children have very good attitudes to the subject. They listen carefully, responding enthusiastically, co-operate well with one another and are often thoroughly absorbed in tasks wanting to complete them successfully.
145. History is well managed. New to her role, the co-ordinator considers the needs of the subject well, and has prioritised the development needed to take the subject forward such as monitoring the teaching of history and extending the school's resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. Attainment in information and communication technology (ICT) is above the level expected for children both at seven and eleven years of age. The quality of children's use, knowledge and understanding of the subject has improved since the last inspection when standards were described as satisfactory.
147. Children of all abilities, including those with special educational needs, make good progress with their learning overall. Although very little whole class teaching of ICT was seen during the inspection, discussions with teachers and children about their work, and observations of documentation and displays, indicate strongly that teaching is good overall and that children enjoy the opportunities they have to explore and create. It is a credit to the teaching staff that they have made a concerted effort to increase and improve their own abilities in the use of computer programs in particular and this is clearly having a positive effect on the progress that children make and the standards they achieve.
148. The good teaching ensures that by the time children are seven years of age, they have a firm knowledge and understanding of how to use computer programs to support them in their work. They know how to gather information from the Internet, how to load programs, develop their work and then save it for future use. They are beginning to make good use of cut and paste techniques as with their simple work on the 'Little Pigs' Houses'. They talk intelligently about ICT using such terminology as *fonts*, *keys* and *discs* with confidence as they discuss what they have achieved. Children know how to exchange and share information and how to display their work effectively for others to see and they know how to change mistakes in their text work before saving their final copies. However children of this age have had limited experience of learning how to plan a series of instructions that will dictate how a particular computer program will function. As a result, they are not sufficiently confident enough to be able to develop ideas to make things happen such as giving a series of instructions to a programmable toy to make it move in a certain direction.
149. Teachers extend children's knowledge and skills effectively and by the time they are eleven years of age, they have become confident and competent users of ICT in its own right and use it too as an essential tool to support their learning in other subjects of the curriculum. This use of ICT to support other subjects is a developing strength of the school and many examples may be seen in children's work. They include spreadsheet calculations in connection with an Anglo-Saxon project, shield designs relating to other work in history and cut and paste work relating to mosques in connection with religious education.
150. Older children have a good knowledge and understanding of all the main areas of the National Curriculum. They know how to search the Internet to support their work in various projects as they seek further information. Once found, they competently extract it in various forms to produce both written and pictorial work of a good standard. Children talk knowledgeably about the problems associated with information collection, storing and retrieval both in school and in the wider world outside. They recognise, for example, the importance of feeding correct information into bank records when dealing with finances and readily give other examples of how accuracy of information is a vital ingredient in everyday life particularly with reference to spreadsheets and databases. Children know how to develop a series of instructions that will enable a sequence of pre-determined events to occur as with their work on pedestrian crossing beacons.
151. The co-ordinator for this subject is well informed and is fully aware of what still remains to be done to further improve the current quality situation. She is clear about what her role involves, currently oversees staff training and the implementation of the scheme of work and has plans in

place to commence lesson observations in September. Meanwhile the school has achieved a very good turn around in terms of hardware and its connections. All computers have been replaced with new machines that are compatible with each other and these are networked effectively so children may continue their studies in their own classrooms away from the computer suite.

MUSIC

152. The progress that children of all abilities make is good. By the time they leave the school, the quality of their playing, composition and listening is at a level above that expected for children of this age. They sing with enthusiasm and this reflects the enjoyment that they have for this subject. The level achieved in music is similar to that reported at the last inspection.
153. During assemblies and in interviews, children demonstrate the ability to sing songs both from memory and with a good degree of quality. They know how to produce a rhythmic performance that is tuneful and given with considerable expression. Children listen carefully and sustain their concentration throughout their songs.
154. By seven years of age, standards are typical for their age. Children know the names of various tuned and non-tuned instruments. They know how to clap simple rhythms together in sequence and recognise when to stop and start with a degree of precision when clapping to a particular tune. However, they demonstrate a lack of experience of composing their own simple musical phrases and appear to have little knowledge or experience of representing their own compositions in visual form with some form of written recorded symbols.
155. In the one lesson seen in Years 3 and 4, children demonstrated a good knowledge of musical terms such as an octave and a stave. They knew a number of songs by heart and were good at clapping out various patterns of their own compositions. They recognised how different musical instruments could be combined and used expressively and were excited and willing to make improvements to their own work. By eleven years of age, children have a good knowledge of musical terms including staccato, scales and forte. They have experience of composing their own work, discussing it with each other and have the confidence to say how both their own compositions and that of other children may be improved. They can describe some of the basic differences between music from different cultures such as Indian and African and talk confidently about various types of music such as classical, pop and heavy metal.
156. Overall, the teaching of music is good. Although only one lesson was seen, discussions with children and teachers about their work, and observations of teachers' documentation, a video and a tape recording show that music is well taught. In the one lesson seen, the teaching by the specialist was very good. The very good relationships and good pace throughout the lesson maintained children's interest. Children were excited and willing to make improvements to their own work and keen and active to comment on the intended effect.
157. Teachers are making effective use of information and communication technology in this subject. For example, in the junior classes their composition work encompasses the use of such software as 'Compose Junior World' to extend their skills and this is working well.
158. The co-ordinator for music has a clear understanding of her role and uses her expertise to teach music to all children in Years 3 to 6. She has ensured that the general profile of music has been raised throughout the school and that there is now a well-established singing group open to all

children who wish to participate. There are suitable opportunities for higher attaining children to improve their instrumental performance during the school day and the singing group was recently chosen to take part in a musical event in Wells Cathedral.

PHYSICAL EDUCATION

159. By the time children leave the school at eleven, their physical skills are at a level expected for children of this age in the aspects of the curriculum observed during the inspection. This is similar to the levels obtained by children during the last inspection. Overall, all children make sound progress with their learning. The school provides a suitable range of activities for children of this age group to ensure that all appropriate elements of the curriculum are taught. Additional time is given to physical education reflecting the importance that the school places on the subject. However, additional to this is the wide range of extra-curricular activities that the school provides including netball, football, hockey, lacrosse, orienteering, rounders, athletics, cricket, rugby, cycling and cross-country. Children have been particularly successful in winning inter-school competitions in cross-country events and netball. This range of learning opportunities enhances the subject very effectively and contributes to the standards achieved.
160. The quality of teaching at Year 1 and 2 is generally satisfactory. It was not possible to observe teaching at Years 3 to 6 during this inspection but planning is clear and to the point and teachers give precise instructions so that children know exactly what they are expected to achieve at each stage of the lesson. Children are expected to listen carefully and respond quickly to instructions, particularly when on the field. Children in Year 1 understand why it is important to warm up and down and the beginning and end of lessons and they learn to improve their throwing and catching techniques successfully as they practise in pairs with various small equipment. Children in Year 2 develop their ability to control their movement and speeds in different directions and positions and generally enjoy working together in small groups.
161. A discussion with children in Year 6 indicated that they have a secure knowledge and understanding of the various skills and attributes appropriate for children of this age. They can all swim a reasonable distance in either breaststroke or crawl and understand the strengths and weaknesses of their own skills within their own preferred sport. They discuss sensibly what they need to do to improve their own performance. Children are clear about what is involved in being a good team member or spectator and readily identify acceptable and unacceptable behaviour both on and off the field.
162. The co-ordinator for physical education has developed this subject effectively. He has increased the range of opportunities offered for children including the amount of time given to swimming and has made sure that the extra-curricular element of this subject is now a strength of the school. Particular attention has been given to ensuring that children of all abilities and genders have the opportunity to join in any of team coaching made available through the encouragement of both parent support and the introduction of professional coaches whenever possible.

RELIGIOUS EDUCATION

163. Very little was reported about this subject in the previous inspection report but standards were judged as satisfactory. In this inspection standards are in line with the expectations of the locally agreed syllabus and are generally typical of that expected for the children's age. The infant children have been learning that the places for worship by different world religions have different names and appearances. Currently they are learning about Christian worship, visiting the local church and familiarising themselves with some of the unique features. They are beginning to explore and understand the part played by symbolism in religion and understand that it can be an important influence in people's lives. They have a good knowledge of the specialist

vocabulary associated with the Christian church and talk about the font, the organ and the altar and how these are used.

164. By Year 6, children have built on such knowledge well and have a better understanding that for many people religion is important in their lives. They know that there are people who have beliefs that may be different from their own and show sensitivity to and respect for their feelings. They have extended their understanding that most religions put emphasis on the special value of all living beings and that we need to care for them responsibly. They talk with interest about what they have learned about Christianity and some of the other world faiths and have a sound knowledge of specialist vocabulary. For example, when explaining about the visit to a mosque in Bristol they know ten facts about Islam. They express what they have learned about religion and their personal response to it in a variety of ways, through music, art, drama and poetry. This is illustrated in the prayers they write. One child wrote,

*Thank you for our lovely teachers and please help us not to annoy or make them cross
At playtime when we are feeling lonely or depressed,
Help us to know that you are always there, ready to listen to us.
When we play rough games help us to watch out for younger people, who might get hurt.*

The books of prayers, written by children are used at worship times and this work often results in children asking questions about religion and exploring religious issues.

165. It was only possible to see two lessons so no overall judgement is made about the quality of teaching but it was good in both lessons seen. Due to teacher absence the whole of reception, Years 1 and 2 were together for one lesson and the other lesson included Years 5 and 6. In both classes the teachers had planned well and, after the initial introduction, the group activities were very appropriate for the children's stage of learning. For example, in the infant class children had visited the local church and were engaged in model making and factual writing. The more able group dealt with the writing task while Year 1 made objects for inside the church and reception made the large-scale outer model. Children found the tasks challenging but exciting and in the junior class they were eager to become the newspaper reporters who interviewed Mother Teresa. This lesson moved children from merely extending their factual knowledge to a deeper understanding of what kind of person Mother Teresa really was. There was discussion about *conviction, commitment, sacrifice* and *impact*, which greatly extended their understanding as they explored meanings. The teacher made effective use of quotations from Mother Teresa and because children now had a wider understanding they felt they could use them in their reporting tasks and put them in a newspaper article. Every opportunity to use information and communication technology is seized by this teacher and he soon had them using such sources as the Internet to download pictures to support their reports. Instructions such as, '*internet ody > browse > pdrive > pupils > earth > MTh*' were clearly understood by all and sustained concentration resulted in children making a good start on this challenging task, including those with special educational needs who had to report back at the end of the lesson. In both lessons the teaching made clear to the children what were the lesson objectives and questioning was supportive and challenging. Activities were well supported by additional staff enabling all children to achieve success. This resulted in very good attitudes to the subject, good efforts and no disruption.
166. There is sound management of religious education and the co-ordinator is developing this subject appropriately. The co-ordinator has only been at the school for two years and, of necessity, much of her time has been spent working on her other co-ordination tasks such as aspects of English, National Curriculum tests and improving worship for which she is also responsible. She

has correctly identified where further development is needed, for example, improving resources and extending work on assessment and record keeping to complete plans.