

INSPECTION REPORT

HORRINGTON PRIMARY SCHOOL

Horrington, Wells

LEA area: Somerset

Unique reference number: 123647

Headteacher: Mrs Helen Gregory

Reporting inspector: Jonathan Palk
23630

Dates of inspection: 1 - 3 October 2001

Inspection number: 195273

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Horrington Wells Somerset
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Telephone number:	01749 673516
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Alan Tucker
Date of previous inspection:	09/06/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23630	Mr J Palk	Registered inspector	Mathematics Information and communication technology Physical education Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
9880	Mr A G Comer	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31819	Mrs S Duggins	Team inspector	Science Religious education Design and technology Music Foundation Stage	How good are curricular opportunities offered to pupils?
22790	Mrs J Pinney	Team inspector	English History Geography Art and design Equal opportunities	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Horrington Primary School is a small village school with 100 pupils on roll. Twenty per cent of the pupils are on the register of special educational needs which is about average and one pupil has a statement. One per cent of pupils are entitled to free school meals which is well below average. Nineteen children have just started in the reception class. This year attainment is broadly average, but there are fluctuations from year to year. All the pupils speak English and there is very little ethnic diversity. Pupils are taught in mixed age classes and the ratio of pupils to teachers is favourable. The headteacher took up her post just over a year ago.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards are better than average in English and mathematics in most years. Pupils are very keen to learn and they are well taught. The curriculum is broad and balanced and offers a good range of stimulating opportunities to all pupils. The school is well led and there is a clear sense of purpose and teamwork. Funds are used wisely. The school gives good value for money.

What the school does well

- Standards in English and mathematics for seven and 11 year olds are above average.
- There is good provision for art and standards are above expectations.
- Pupils behave extremely well, and get on well with each other: this makes a strong contribution to the good progress they make.
- Teaching is good; teachers organise and manage the lessons well and have high expectations of the pupils.
- There are many visits and visitors who enrich pupils' social and cultural education.
- The headteacher is clear about where she is taking the school and is well supported by the governors and the community.

What could be improved

- Standards in science are not as high as they could be because pupils' investigative skills are not sufficiently developed.
- Methods for keeping a regular track of pupils' progress are not rigorous enough particularly in writing, mathematics and science and for those with special educational needs.
- The purpose of school developments is not clear enough in the action plan in order that successes can be more closely checked upon.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection. The trend in the school test results for 11 year olds has been above the national trend. The curriculum is better balanced and the provision for pupils' cultural and multicultural education is now excellent. The accommodation is very much better than it was, with the addition of a well-equipped computer suite, two new classrooms and improved facilities for pupils' physical development. A good start has been made in involving all staff in improving teaching and pupils' learning. The school has the commitment and the capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A	A
Mathematics	C	A	C	D
Science	D	A	A	A

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

Caution is needed in interpreting the test results from small cohorts. However on the basis of their previous attainment pupils do very well in reading and writing and science and make satisfactory progress in mathematics compared with similar schools. The results in the 2001 National Curriculum tests for seven and 11 year olds were lower than previous years in all subjects. An above average proportion of pupils on the register of special educational needs affected the final percentages in both year groups. These pupils made satisfactory progress. The school has understandably high expectations of this year's 11 year olds and has set ambitious targets.

Inspection found that nearly all pupils in Year 2 and Year 6 achieve well from their different starting points; particularly in speaking and listening, reading, writing and in number. The work seen this year indicates that they are on course to exceed expected standards. Standards achieved in science are acceptable but there is scope for pupils to do better. Children in the reception class are doing well and most are likely to exceed expectations in all areas of learning.

Pupils with additional educational needs make steady progress in acquiring basic reading, writing, spelling and number skills. They all make good progress in developing positive attitudes to work and benefit socially and academically from working with others. There are no differences in the way boys and girls make progress.

Pupils' attainment in information and communication technology is about average. All pupils are now making good progress in using computers as a tool for learning. However they do not get enough regular access to other types of programmable equipment to make adequate progress in this area.

Standards in art are better than is typically found. Pupils learn a good range of techniques and skills to develop their own creativity. Standards in music and physical development are as expected. Pupils are benefiting from more opportunities in these subjects.

History and geography skills are developed well through a number of well chosen experiences. These subjects give good opportunities for all pupils to develop their literacy and numeracy skills through research and communicating their findings.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes in all that they do. They are keen to succeed, interested in what they do and proud of their achievements.
Behaviour, in and out of classrooms	Excellent. Pupils care for each other and are kind and considerate. They work and play well together.
Personal development and relationships	They have a strong sense of moral responsibility and a very well developed understanding of what it is to be part of a community.
Attendance	Is better than average. Pupils are keen to come to school.

Pupils are confident in sharing their thoughts and views. They respect their teachers.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching is generally good in all subjects and across the school. Teachers are well organised and manage their mixed age classes smoothly. Their enthusiasm for teaching shines through in the lively presentations and love of the subjects. The lessons are paced well, moving from short introductions to well thought out conclusions. They choose activities that are matched well to the different abilities in their classes. If there is one weakness in the teaching seen in Years 3 to 6 during the inspection it is that the objectives for the lessons are often very broad so as to encompass all the abilities in the classes. This means that the group work does not focus sharply on the different abilities.

Literacy and numeracy are taught well. Teachers' questions are penetrating and build well on pupils' developing thinking. They anticipate possible confusions and make good use of pupils' responses to bolster confidence amongst the class. Teachers provide plenty of opportunity for all pupils to develop their reading, writing and mathematical skills in other lessons. Good use is made of the teaching assistants in reception and Years 1 and 2 to help with activities. They are given good guidance on what the teacher wants the groups to learn.

The teachers successfully give a great deal of responsibility for learning to all the pupils. They help and learn from each other and get through a substantial amount of work in the time set. The computer suite is proving a particularly valuable asset.

The introduction of targets for pupils has helped teachers focus their marking and this is much better than last year. The comments made to pupils celebrate their efforts and leave them clear about how to improve further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	It is good. Varied and well supported by parents and the wider community.
Provision for pupils with special educational needs	Their needs are being met adequately both in class and when they are withdrawn from lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good indeed. All aspects of spiritual, moral, social and cultural development contribute very well to the overall personal development of the individual pupil.
How well the school cares for its pupils	Good overall. Very good procedures for giving pupils personal support and guidance. Assessments carried out of academic progress are not refined enough.

There is a strong and effective partnership with parents which begins as soon as pupils start pre-school. Information is relevant and parents are fully involved in all that goes on in school. Parents are supportive at home and this helps pupils with their learning.

Residential visits, field trips and extra-curricular activities provide practical experiences to extend the pupils' understanding of the wider world.

The tracking of pupils' academic development is improving but there is not a clear link between this information and teachers' daily planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has shown good leadership in bringing together a team that is improving learning in the school. The action taken to improve teaching quality and to raise standards is effective.
How well the governors fulfil their responsibilities	Governors are well informed and involved in action planning. They are strongly committed to providing the best opportunity for the pupils.
The school's evaluation of its performance	The school has a general view of its work. Teaching and learning are checked upon. Performance data is now being used to decide what needs to be done next but priorities need to be sharper.
The strategic use of resources	Good use is made of teachers' skills to provide a balanced and challenging curriculum. Resources and accommodation are used efficiently and for the benefit of pupils.

The headteacher has implemented the staff training necessary to improve the effectiveness of teaching and learning. The budget plan is checked to ensure best value. The school is not as strong in coming to a view about whether the development plan is working effectively. There are very good buildings and facilities for pupils to learn in. Despite some significant improvement in the resources to help teachers with their work there are still gaps in science and information and communication technology.

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 way individuals are valued whatever their ability. • The strong links with the local and world communities. • Happy with the standards and what the school provides. • The values the school promotes particularly respect and personal responsibility. • Pupils love coming to school. 	<ul style="list-style-type: none"> • The amount of homework; a small number wanted more and some wanted less. • That there were not enough clubs after school.

The inspection team agrees with the positive comments. The amount of homework required is similar to that of other schools and consistent with government guidelines and is judged to be appropriate. The after school club had to be stopped last year but an alternative arrangement has been made which parents consider to be suitable. The clubs were disrupted by foot and mouth restrictions and by building work. The school is now back to running a range of clubs, which are better than found in many schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment on entry of pupils to the school varies from year to year but is broadly average in communication, language and literacy and mathematical skills. It is generally above expectations in personal and social skills. Children learn well in the Foundation Stage¹ and most exceed the expectations of the Foundation Stage curriculum in all areas of learning² by the time they leave the reception class.
2. The National Curriculum test results for 11 year olds in 2000 was well above national averages in English and science and average in mathematics. The proportions achieving above average levels³ in English and science were above that of similar schools but below similar schools in mathematics. Inspection evidence indicates that there have been gaps teaching some areas of mathematics for higher attaining pupils and this has contributed to them not reaching higher levels. Compared with their earlier performance the pupils had made good progress in English and science and satisfactory progress in mathematics when compared to similar schools. Over time the trends in test performance have been improving better than the national trend in English and science and are similar to those of other schools in mathematics. This is a consequence of improvements to the curriculum schemes of work since the last inspection. The trends in mathematics have been a concern to the school and raising standards in mathematics is a priority. Last year it put into place a scheme of work and staff training which has gone some way to improving teaching and learning.
3. Seven year olds attainment in reading and writing in the 2000 tests was average with more pupils doing better in writing than reading. Mathematics test results were well above average. These pupils made good progress from their baseline attainment.
4. Last year's results for pupils aged seven and 11 were below national averages in English and mathematics, and lower than those usually reached by the school. The size of the cohort makes a big difference to the percentages achieved in National Curriculum tests, for example one pupil's performance affects the overall percentages attained by anything between seven per cent and 15 per cent. Evidence from evaluating baseline and early attainment suggests that pupils made satisfactory progress in reading and writing and mathematics, but made better progress in science. Both year groups had larger numbers of pupils with special educational needs than earlier years and this increased the proportions not reaching average levels. These pupils made satisfactory progress in English and mathematics. Support for them was improved during the year leading up to the

¹ Foundation Stage: there are three stages identified in the primary phase of education. The Foundation Stage begins when children reach the age of three and finishes at the end of the reception year; typically before the child's sixth birthday. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

² There are six areas of learning: communication, language and literacy; personal, social and emotional development; knowledge and understanding of the world; physical development and creative development. There are many goals for each area of learning, which are called Early Learning Goals.

³ On levels: the average level expected of all 11 year olds is Level 4. Level 5 is above average. The average level expected of all seven year olds is Level 2. Level 2 is sub-divided into 2A, 2B and 2C. Level 2C is the next level up from Level 1.

tests but for many in Year 6 their lack of basic literacy skills had an impact on their attainment. The proportion of pupils achieving above average attainment amongst 11 year olds was below the national average. Some of this was due to fewer numbers coming through the school. A scrutiny of their work indicates that teachers did not expect enough of higher attaining pupils in mathematics and science. In particular the mathematics sample of work showed that there were gaps in what had been taught, whilst in science there was not enough attention given to planning work for different abilities.

5. Inspection evidence found that most pupils in the school are achieving well and by the age of five, seven and 11 they are reaching standards in speaking and listening, reading, writing and mathematics that are above expectations. They are learning at a better rate than the evidence from a scrutiny of last year's work would suggest. The impact of training in numeracy and literacy is evident. Teachers are now more familiar and secure with the national strategies and are more knowledgeable about what the next steps are for pupils that are more able. A number of strategies have helped raise the standards in reading, writing and mathematics such as identifying and tracking those on the register of gifted and talented. Better use is made of earlier performance data to set targets for attainment at the end of each year and this has raised teachers' expectations. There is effective use made of the frameworks, something that was not evident from early work. The relief teacher in Year 1 and 2 is particularly effective and has very good knowledge of what is needed to challenge and take these pupils forward.
6. Attainment in science is broadly satisfactory. Pupils' knowledge base is meeting expectations but the development of investigative skills is not good enough and they are not reaching standards that could be expected. The school does not have robust enough planning to move these skills along at the rate that could be expected given pupils' general scientific knowledge.
7. By the age of 11 spelling is good and handwriting is also confident, cursive and developing their own style. Language is used very well in creative writing and poetry. Complex sentences are used and correct use of comma, colons and conjunctive. Well-constructed writing is already evident in Year 6 with at least half the pupils using two or more paragraphs. There are still three pupils working below average, suggesting that the school's target of 100 per cent at Level 4 is ambitious. Eleven year olds have a good understanding of the number system and are confident with working out calculations in their head. They are less secure with strategies for multiplication and division, and have limited experience of working with data from graphs. The target for 2002 is challenging but on the evidence so far seen is attainable.
8. Learning is very good in the few weeks this term for seven year olds. Reading and writing of seven year olds are of a good standard. They read with expression and use a full range of skills to tackle new words and phrases. Their writing is almost always joined and punctuation is used consistently. Lower attaining pupils use a good choice of words when writing. In their number work most of the seven year olds are already above expectations for this time of year. They know their number facts to ten and use these when calculating larger numbers to 100. Most are working logically when solving problems and they already calculate simple addition and subtraction in their heads with large numbers. They have a good knowledge of money and can describe shapes.

9. There are many opportunities for pupils to use their reading, writing and number skills in other subjects. This is making a very good contribution to the rate at which they are learning. They listen well to others and work collaboratively sharing ideas. Speaking and listening skills are generally above that typically found. This also benefits their learning.
10. There are no marked differences in the attainments of boys and girls. Pupils with special educational needs generally make satisfactory progress. Those with behavioural difficulties are very well supported and make good progress towards their personal targets. The liaison with parents is of good quality and the atmosphere that values all pupils' efforts is of great benefit in developing positive attitudes towards work. Pupils generally make good progress in developing phonic skills, understanding how to break down words. Their acquisition of comprehension and inference that would help them is less well developed. Similarly, their understanding of written instructions is slow to develop. They are fully involved in all the activities and good strategies for group work ensures that they enjoy learning and are well motivated. They receive regular support in lessons to help with the activities but these are not sufficiently focused due to weaknesses in the assessments that shape their individual education plans.
11. Pupils are reaching an expected standard in information and communication technology. The computer suite provides a wealth of experiences and pupils are acquiring new skills rapidly. This is adding value to their other learning. They lag behind expectations in control technology and in the use of other programmable equipment. This is entirely due to a lack of suitable resources.
12. Learning in other subjects is as it should be and pupils make the progress expected of them. There is a lack of clarity about what skills pupils have attained in history, geography, music and design and technology. This leads to too broad a set of objectives for different ability groups within the lessons and limits progress. Art and physical education are well supported by an exciting and challenging programme and pupils are making good progress. The techniques of 11 year olds exceed expectations. Pupils make good progress in physical education lessons because of the high levels of challenge for different abilities.
13. There is a varied and exciting curriculum, which benefits from many visits and visitors. This helps raise the expectations of what is possible. The expertise of individual staff is used well and this is helping to improve the rate of learning in history, music and physical education.
14. Pupils are learning at a better rate than at the last inspection. There is less duplication in the planning within the mixed age classes. There is still a need for sharper learning objectives for lower attaining pupils, based on better information about their attainment.

Pupils' attitudes, values and personal development

15. Pupils' attitudes and behaviour are very good, and as the previous inspection, are a significant strength of the school. Pupils enjoy coming to school and join in the range of interesting and varied activities with enthusiasm. Almost all pupils listen very carefully to their teachers and other adults and are eager to respond in discussion sessions. They settle quickly to their work and nearly always concentrate well throughout the lesson. Pupils work very well in activity sessions,

- often sharing ideas with each other. Pupils of all ages take pride in their achievements and are keen to share their successes with others, as when they participate in the weekly 'celebration assembly'. Pupils with special educational needs are well integrated into school life and have equally positive attitudes. The majority of pupils make substantial gains in self-confidence and social development as they move through the school.
16. Behaviour in lessons and around the school is exemplary. Most parents agree that behaviour is very good. There have been no exclusions of pupils during the past year. The excellent behaviour is a direct result of the consistent application of the code of behaviour that is clearly understood by all staff and pupils. Staff have high expectations and pupils understand the boundaries that are set and respond well. Interesting lessons and the good management of pupils in class sustain pupils' interest and contribute to the good learning environment. In the playground and other areas pupils respond very well to each other and conduct themselves around the school in a well ordered manner. Pupils are unfailingly courteous and polite.
 17. Pupils' personal development is very good and nearly all parents report that the school is helping their child to become more mature. By the time they reach Year 6, most are well rounded and confident with a caring instinct. They learn to express themselves clearly through good opportunities for discussions, such as in assemblies, where they share thoughts about caring, friendship and moral issues. The school is very effective in raising pupils' self-esteem and teaching them the importance of tolerance and respect for others' views.
 18. The very good relationships are a strong feature of the school. The school has a positive 'family' feel and a strong ethos of mutual care. Adults and pupils relate extremely well to one another in an atmosphere of mutual respect. There is good opportunity for pupils to learn co-operative skills and older pupils are actively encouraged to consider the needs of younger ones.
 19. Pupils' attendance remains good, although the level has been variable at times since the last inspection. The sometimes higher than average levels of authorised absence is due, in the majority of cases, to parents taking children out of school for family holidays. Unauthorised absence is rare. Parents believe that their children like coming to school. Pupils arrive at school punctually and lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

20. The teaching is good across the school. Teachers have established very good relationships with their pupils and maintain a hard working atmosphere in the classes. Teaching is exciting and well paced. Three quarters of the 28 lessons seen were at least good with four that were very good and one outstanding. There was no unsatisfactory teaching.
21. The standard of teaching in the Foundation Stage is consistently good. Relationships between the teacher, classroom assistants and children are friendly and there is a warm and secure atmosphere to which the children respond positively. Staff are calm and patient; they have good subject knowledge and high expectations of children. There is a consistently good level of challenge and the pace of teaching is brisk so that children move from one activity to another smoothly and at the appropriate time to sustain their concentration. A wide range of interesting activities stimulates children to explore and ask interesting questions. Resources are carefully chosen and prepared to encourage children to explore

sand, water and other materials. Teachers' planning is of good quality and is clear about how to develop skills in all areas of learning. The teacher ensures that individual needs are identified and met by planning small group activities and making sure that there is enough adult help. Separate work is planned for the small group of Year 1 pupils. Resources are used imaginatively to stimulate interest and reinforce learning.

22. Planning is good in the Year 1 and 2 class with activities that are set up to meet the different objectives for the different abilities. For example, when making sandwiches some pupils were expected to read and follow instructions step by step, whilst others had to prepare instructions for a triple decked sandwich. Whilst the activity was essentially the same the expected outcomes challenged each group sufficiently for them to consolidate and learn new skills. The plans for the teaching assistant set out the expectations and were also of very clear as to how she was to help the learning.
23. In Years 3 and 4 and 5 and 6, teachers' planning is more variable. For example, in an art lesson the teacher was very clear as to which groups of pupils needed to be taught specific skills in order that they could show movement creatively. The resources were abundant and used to illustrate techniques. This helped pupils learn well and build on their earlier knowledge. On the other hand in a lesson where pupils were being taught to classify and describe two-dimensional shapes key objectives were not identified for all of the groups and pupils did not further their understanding of shapes. In the main, the teachers lack enough good quality information on pupils' attainment in relation to key objectives. There is no regular analysis of pupils' written work, or their reading comprehension and the use of assessments at the end of units in mathematics is only very recent and not having an impact on planning.
24. Support for lower attaining pupils to meet their specific needs could be better in Years 3, 4, 5 and 6. The objectives of the individual educational plans are not sufficiently clear in lessons. There is often wasted time when the assistant is not engaged with the group who would benefit from support. Support with reading is largely focused on hearing pupils read rather than developing their reading skills. The support for writing is more focused on ensuring the coverage rather than tackling weaknesses in organisation or on sentence construction.
25. Lessons are stimulating and quickly grab the pupils' attention. Teachers are quick in their delivery and pay close attention to vocabulary to be used in all lessons. They ask questions of the different pupils and use these responses to judge the overall learning of the class. The good knowledge teachers have of the subjects is evident in their choice of vocabulary and this adds maturity and challenge to the discussions that go on. Learning is enriched as a consequence.
26. Teachers make good use of the contributions from visitors and visits. For example, a photographer spent the day with Year 5 and 6 pupils who used the skills they learnt to create some excellent photographs showing movement and change. The enthusiasm inspired them to learn more about other artists' interpretations of movement and greatly benefited their own creative efforts. Teachers are always looking for ways to improve the quality of teaching and learning. The introduction of the computer suite has been tackled very effectively because all staff are willing to learn and develop their skills to the benefit of pupils. This attitude of doing things better is reflected in the challenges teacher set for pupils. For example, in an

information technology session, Year 5 and 6 pupils were set the task of producing a fact file on the insects they had studied and given a set time to complete it in. Good preparation anticipated some of the problems that meant that the objective could be achieved.

27. Literacy and numeracy lessons are both taught well. Most pupils are learning at a good rate. Pupils are good at setting themselves higher challenges, responding to the activity quickly and willingly moving on. The framework is used well to provide a good balance in the lessons with good crisp introductions well focused teaching and carefully planned group work. Pupils are very good at working together or individually on their tasks and this help the rate at which they learn. The plenary sessions are also good with the teachers using the time well to develop thinking of all the pupils. The group reading sessions led by the teachers are well organised with well-chosen questions to promote discussion.
28. Teaching of science is satisfactory. Lessons add well to pupils' general knowledge through discussions and the choice of vocabulary. There is not enough emphasis on teaching investigative skills in a systematic way that encourages pupils to consider variables carefully or refine and improve on their measuring techniques. Information about pupils' attainment in this aspect of science is not yet available to teachers to ensure they fully address this aspect of science in their lessons.
29. Good teaching of personal and social education including citizenship education also makes a good contribution to pupils' learning. These lessons are well organised sometimes involving whole-class discussions or time set aside for pupils to complete their own reflective writing. Teachers' excellent management of their classes encourages very good collaboration in lessons and affords pupils respect and values their contributions.
30. Marking is much better this term than last term. It is helpfully showing how pupils can improve their use of language or suggesting alternative strategies. Homework is regular, sufficient for children of different ages and followed through in class. Pupils are keen to share their learning at home and most willingly bring resources in from home or the results of their research for use during lessons.

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

31. Since the last inspection the school has made satisfactory progress towards improving the balance between knowledge, skills and understanding in aspects of music, physical education, design and technology and religious education. The school is using the Qualifications and Curriculum Authority's⁴ guidance for planning foundation subjects thoughtfully to ensure that pupil skills, knowledge and understanding are developed coherently. The curriculum for the Foundation Stage is planned well and is in line with the Early Learning Goals. The quality and range of learning opportunities for all pupils are good and all statutory requirements including the teaching of religious education are met.
32. Throughout the school the National Literacy and National Numeracy Strategies have been well implemented and as a result pupils know what will be expected of

⁴ The Qualifications and Curriculum Authority produce guidelines on how the statutory Programmes of Study can be organised through the primary phase. These guidelines are available to schools to use as part of a scheme of work.

them. The use of a teacher's expertise for music and physical education is having a beneficial effect on raising standards throughout the school. Residential visits are used to add experiences of adventurous activity or map work skills further strengthening the good provision pupils receive. The school has recognised that investigative skills in science are not sufficiently developed throughout the school to enable pupils to effectively apply their knowledge and understanding in practical situations.

33. Provision for pupils with special educational needs is satisfactory. They benefit from being fully involved in all that the school does and the support they receive from fellow pupils. The demands asked of them in all lessons are reasonable and they are provided with the most appropriate resources. For example, in a history lesson when they were given the decade for which there was most information, or in a mathematics lesson when the teaching assistant had a structured game involving doubling. More needs to be done to ensure that individual education plans form the basis of realistic objectives in lessons where adult support is available.
34. Visitors to the school successfully add value to the curriculum in areas such as the historical study of life during the late 1940s and early 1950s, art and movements captured in photography and in religious education the symbols of the vestments explained by the local vicar. Offsite visits in the locality and further afield are effective in supporting pupils' learning in subjects such as history, science, geography and religious education. Appropriate sex and drug education is taught within the science curriculum.
35. Extra-curricular provision for this rural school is very good. During the lunch hour clubs such as French, origami, choir and construction club for older pupils takes place. After school a range of clubs for all ages such as netball, football, tag rugby, construction club for Key Stage 1 pupils, cross country and hockey are well attended illustrating the commitment of staff, pupils and parents.
36. The school's links with the wider community are good. There is a varied programme of educational visits and visitors that both enhance the curriculum and contribute to pupils' attainment and personal development. A good example of this activity is the 'bluebell walk' that involved the whole-school community and addressed topics covering a wide range of the curriculum.
37. Links with the Wells Federation of Smaller Schools and with the Blue School are very good. The school and its pupils benefit from these partnerships, as they help increase opportunities for pupils. The provision of administrative and information technology support, as well as the school's involvement with GLADE (Global Learning and Development), are examples of these benefits. The school also has good links with local business, which have provided the chance for pupils to see at first hand manufacturing processes. The regular donations of paper to be reused helps raise pupils' awareness of environmental issues.
38. The school makes very good provision overall for pupils' personal development as they progress through the school. Staff have shown great commitment to ventures, such as the 'Ghana on-the-line' link⁵ project, that have improved pupils' moral

⁵ The school took part in a national millennium project and linked with a school on the same meridian through the Internet. A member of staff visited the Ghanaian primary school and following this the pupils regularly exchanged information and news. They built up strong links and some pupils from the Ghanaian school came to visit Horrington school and stay with pupils and their families.

development since the previous inspection and considerable improvement in the provision for cultural development.

39. The provision for spiritual development is good. The school provides an environment where all pupils are valued. Stories and discussions reinforce the importance of appreciation for each other's beliefs and values. The result is that pupils treat each other with sensitivity and respect. The daily assembly is of a broadly Christian nature and makes a powerful contribution to pupils' spiritual development through well chosen themes that encourage pupils to explore their own feelings and to understand those of others. Religious education and the school's links with Ghana contribute significantly towards pupils' spiritual development.
40. The provision for moral development is very good. It is very strongly promoted through the caring ethos of the school that is built upon respect for other. Without exception, all staff unflinchingly treat pupils with courtesy and sensitivity and pupils behave in a similar fashion towards each other. The staff understand the importance of raising self-esteem through rewards rather than sanctions and as a result pupils are prepared to have a go at most things without fear of failure. Through the behaviour policy all staff and pupils are aware of the code of discipline and it is consistently applied, supported by the effective use of points and certificates. In addition, each class has formulated its own class rules which pupils respect. Moral development is strengthened through discussions in circle time⁶. This provides a chance to share views and attitudes as well as reinforcing the good manners not to interrupt others when they are speaking.
41. Provision for social development is very good. The school provides many well planned opportunities to develop pupils' social skills. Pupils of all ages have jobs of responsibility in varying degrees according to their age. For example, from an early age pupils are encouraged to act as class monitors, while older pupils help look after younger children at the playgroup which is held on the school site. In all levels of school life, pupils are given frequent opportunities to work together and participate as part of a group, as for example when older pupils work in pairs to find information on changes in Great Britain since World War II. Older pupils regularly organise and run charity events and this effectively develops pupils' awareness of the needs of other people, both in this country and abroad.
42. The provision for cultural development is excellent. Knowledge and understanding of pupils' own rich heritage is very well promoted through geography, history, art and music. This is further enhanced by the provision of frequent opportunities for visitors to the school and by visits to local areas of interest. Since the previous inspection the school has placed high priority on the development of understanding of the beliefs and traditions of other countries and in this it has been most successful. For example, in the past year the school has been involved in a national project 'Ghana on-the-line', which has resulted in children from Ghana making a very successful visit to the school. Not only have fruitful relationships been established that are still ongoing, but knowledge gained from the project has enriched all other areas of the curriculum. The momentum this project brought to citizenship education is being maintained as the school participates in other local initiatives.

⁶ Circle time: the provision of a structured time for pupils to talk over issues that face them as part of everyday life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The support and guidance which pupils receive, both formal and informal are good. The systems for child protection have been improved since the last inspection. Arrangements for the safety of pupils during the building work are very good indeed. The teaching and non-teaching staff know the children and their families very well and respond to their needs. Some of the meal time assistants also work in the classes during lessons and this supports the informal arrangements for monitoring behaviour and pupils' personal development.
44. The school policies and procedures successfully promote discipline, good behaviour and health and safety. There is no evidence of oppressive behaviour.
45. Parents feel comfortable about approaching the school with questions and problems and are quick to praise teachers when their children are well cared for. The school is a happy and caring environment.
46. Assessment of pupils' attainment and progress is overall satisfactory. The weekly evaluation of lessons in the reception class identifies children's individual significant strengths and weaknesses. However, at present there is no formal system in place to record and illustrate individual children's progress in all areas of learning.
47. Assessment is insufficiently rigorous and is not used consistently to raise pupils' level of attainment. The present procedures are not sufficiently effective to enable teachers to gauge pupils' progress and learning needs and to plan programmes of work accordingly. Some progress is being made and there is more in place than at the last inspection. The school carefully tracks pupils' progress in English and mathematics through the use of a range of standardised published tests, and along with science use is made of national test results and the Qualifications and Curriculum Authority's optional tests in Key Stage 2. A positive start has been made towards identifying targets that enable individual pupils to raise their standards of achievement and attainment in English and mathematics. Procedures for monitoring and assessing pupils' progress in science and most foundation subjects (religious education, music, information and communication technology, geography and design and technology) are underdeveloped. There is insufficient emphasis on developing examples of annotated work at an agreed level to ensure that assessment of pupils' written work is both accurate and consistent across year groups and between and within key stages. The school has recognised that procedures for assessment and recording are unmanageable at present and have initiated a review of their usefulness and need.
48. There are regular tests for pupils identified with special educational needs, in reading, spelling and mathematics that provide a broad track of pupils' skills. There is no focus on what specific aspects of reading or writing skills are causing concerns. Consequently individual education plans are not sufficiently sharp enough to ensure that the support is focused on addressing particular needs.
49. Procedures for recording and monitoring attendance are satisfactory and will be improved when the school implements an electronic monitoring system in 2002. Attendance data is not reported in sufficient detail in the school prospectus nor in the annual governors' report to parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Overall, the effectiveness of the school's partnership with parents is good and has been maintained since the last inspection. The great majority of parents are happy with what the school provides and achieves. They express very positive views of the school and believe that the school works closely with them.
51. There is good communication between the school and parents, with information provided through regular newsletters, parents' meetings and annual reports. Parents know that they can discuss issues informally with staff and they appreciate the openness of the school.
52. The annual pupil reports give parents a clear enough indication of what pupils know, understand and can do in English, mathematics and science, as well as providing valuable information about their personal development. However, there is insufficient information about pupils' progress in the foundation subjects and the reports contain no targets or strategies for improvement. Information about comparative levels of attainment is sometimes unclear.
53. The school makes appropriate efforts to encourage parents to participate in the life of the school. The impact that parents have on the work of the school, and their contribution to children's learning, is good. The home-school agreement and the school's homework policy are both due to be reviewed. A number of parents and other members of the community help out in class and assemblies, as well as with after school activities and on school trips. The Horrington School Association is very supportive, both socially and financially, and has contributed significantly to areas such as the swimming pool, the information and communication technology suite and physical education equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school is well led and managed. The recently appointed headteacher has a clear vision of what the school is about. She wants to ensure that all pupils make the very best progress and develop as well rounded individuals. The headteacher is fully supported by the community and the governing body who work successfully together to ensure that the school offers pupils a full range of experiences.
55. The headteacher ensures all staff are involved in the school's improvement and to this end has delegated responsibilities for subject development. She has quickly identified and implemented a training programme for staff so they can manage their subjects and given them a responsibility for keeping governors informed about curriculum developments. Time is now set aside for the English and mathematics co-ordinators to monitor these subjects, which has already brought about changes in the effectiveness of teaching numeracy and literacy across the school.
56. Since the last inspection the school has maintained its strengths. It is better at identifying targets based on test data and the headteacher regularly monitors the effectiveness of teaching and learning in the lessons. The implementation of performance management has contributed to a greater clarity as to what has to be improved. However, the development plan does not adequately reflect this. It lacks precision and the objectives or purpose is not clearly stated. This is an important omission particularly when teaching is good and further improvements require teachers to refine aspects of their own work rather than changing the school's general practice.

57. The need to improve teaching and learning in mathematics in the light of performance trends in mathematics test results illustrates some of the shortcomings. As a consequence, the purchasing of new mathematics scheme became a priority in the school development plan last year. However the precise shortcomings in the teaching of some aspects and to some groups of pupils were not identified to guide the next stage in this development. It is not easy, therefore, for the school and the governors to evaluate the effectiveness of the steps taken.
58. The governors are strengthening their involvement in the school through training and regular visits to the school. They keep themselves informed about what is going on in the school and have good links with the parents. They are quick to seek other funding for the school to allow for such projects as the library and computer suite which greatly benefit pupils' learning. They provide good encouragement to teachers, for example by being knowledgeable about the curriculum, overseeing the building developments and promoting the work of the school within the community. However they are not taking part in formal evaluation of the cost effectiveness of recent action so they can help the headteacher systematically manage developments.
59. Statutory requirements are met. It is not appropriate that some pupils still miss parts of the assembly to receive additional support with reading.
60. Administrative systems are efficient. A contingency of £22,000 has been carried over into the present financial year to provide equipment for the two new classrooms and the outdoor area for the youngest children. Budget information is kept up to date and regularly monitored by the headteacher and finance governor. Spending decisions are linked to improving staff expertise and to improving the quality of education. For example, money to equip a computer suite and provide training for staff has improved teaching and learning in information and communication technology. The standards fund has been used well to provide literacy and numeracy training for all the staff, including teaching assistants. The funds have also meant that there are now enough resources to support the mathematics scheme of work. The parents' fund-raising efforts are substantial and have improved the quality of the school's accommodation and also made it possible to extend the curriculum such as with the Ghanaian project or to sponsor local visits such as the photographer. These have done a great deal to provide a good curriculum for the pupils.
61. Good use is made of the computers by some staff to access information for supporting lessons and to this end the additional teaching assistant is a useful resource. The school lags behind many schools in its use of information communication to track the progress of pupils with software systems.
62. The school has made a start in collecting performance data but it is not used to establish priorities in the development plan or to inform decisions about targets for pupils in the Year 6 National Curriculum test. Consequently the present targets are too high.
63. The management of the provision for pupils with additional educational needs is reasonable but needs to be strengthened so that teachers and support staff have a greater involvement in tracking the progress of these pupils. The additional special educational needs co-ordinator has made the transition from moving support away

from a system of withdrawal, to one where those on the register are supported in class. However there has not been sufficient monitoring of this to judge it success nor to evaluate the role teachers and teaching assistants should play in shaping the individual education plans. She has successfully worked with other agencies to provide for a statemented pupil shortly to arrive at the school. The school is well placed to continue this work, having adequate support, good access and facilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. The school has many strengths. In order to continue to provide the very best teaching and learning and provision for all pupils, the headteacher along with governors and staff should:

- 1) provide training and improve resources in science that focuses on the need for pupils to develop their investigative skills in science, and so raise standards. (paragraphs 6, 96 and 99 -101)
- 2) review the systems for monitoring academic performance to ensure the progress of individual pupils is closely monitored effectively across the curriculum by:
 - (a) providing an agreed format for formative assessment of pupils' writing, problem solving abilities and investigative skills in science, so that they can make consistent and effective progress; (paragraphs 28, 47 and 48)
 - (b) ensuring that assessment information is used to guide teachers' lesson planning by ensuring that a greater proportion of work is matched to pupils' needs; (paragraphs 12, 14, 24 and 47)
 - (c) making use of the assessments in writing to improve the quality of pupils' individual education plans by setting short achievable targets. (paragraphs 10, 33 and 48)
- 3) reconsider the format of the school development plan to improve strategic planning so that it:
 - (a) identifies the specific objectives to be prioritised;
 - (b) sets out the action to be taken;
 - (c) shows what measures are to be taken to judge success;
 - (d) identifies when and how governors are to evaluate if action was worthwhile and if it provided good value for money. (paragraphs 56-58, 60 and 62)

The following minor issue should also be considered as part of the action plan:

Improving the management of additional educational needs by involving class teachers in preparing individual education plans; ensuring that teaching assistants are clear about the outcomes when supporting these pupils; and involving teaching assistants in the review of pupils' progress. (paragraphs 33 and 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	16	7	0	0	0
Percentage	4	14	57	25	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 three percentage point.

Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	100
Number of full-time pupils known to be eligible for free school meals	1
Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	20
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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 pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	12	14	15
Percentage of pupils at NC level 2 or above	School	80 (83)	93 (92)	100 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	12	15	14
Percentage of pupils at NC level 2 or above	School	80 (83)	100 (92)	93 (92)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	7	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	15	12	15
Percentage of pupils at NC level 4 or above	School	94 (90)	75 (100)	94 (100)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	14	13	15
Percentage of pupils at NC level 4 or above	School	88 (100)	81 (100)	94 (100)
	National	70 (68)	72 (69)	79 (75)

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

Where the number of boys or girls is ten or fewer, totals only are entered in order to avoid identifying individual pupils.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	91
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	6
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	119

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	255,276
Total expenditure	240,067
Expenditure per pupil	2,554
Balance brought forward from previous year	6,834
Balance carried forward to next year	22,043

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	95
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	37	7	0	2
My child is making good progress in school.	40	49	5	2	5
Behaviour in the school is good.	49	42	2	5	2
My child gets the right amount of work to do at home.	35	33	16	7	9
The teaching is good.	70	21	0	2	7
I am kept well informed about how my child is getting on.	49	37	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	72	19	7	2	0
The school expects my child to work hard and achieve his or her best.	51	37	9	0	2
The school works closely with parents.	60	33	2	5	0
The school is well led and managed.	70	23	2	5	0
The school is helping my child become mature and responsible.	49	40	7	0	5
The school provides an interesting range of activities outside lessons.	23	40	23	12	2

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

65. The school has successfully maintained the standards found in the last inspection report. Children in the reception class make good progress in their learning as a result of the good provision made. The quality of teaching is good overall and the teacher and support staff work closely together as a team. Despite the use of temporary accommodation due to a building programme, children are made to feel secure and happy and they settle well into school routines.
66. The teaching is very nearly always good in all areas of learning. There is a clear link between the activities the teacher plans and what it is she wants the children to learn. Her explanations are careful and well paced and she makes sure that time is shared equally with all children. Her room is well organised for young children to make choices and work independently. She receives good support from her teaching assistant. The teacher has a good knowledge of the Foundation Stage curriculum and although in her second year has a good understanding how each of the stepping stones⁷ moves through to the Early learning Goals. Assessment procedures are developing and are ensuring that lesson preparation is matching children's needs. Specific strengths and weaknesses of individual children are within the end of week evaluation and these are used to help plan the next week's work. Sometimes lesson outcomes are not sufficiently specific to ensure she can measure children's progress against the stepping stones in the areas of learning. There is no simple, formal record of children's progress over time in the six recommended areas of learning. The teacher knows the children well and is very sensitive to their needs and abilities.
67. The limited accommodation is used effectively to enable children to move freely and have access to a wide range of interesting and challenging activities.
68. There are very good links with the playgroup, which most children attend. Both the playgroup and reception class regularly meet to share children's achievements. As a result, children quickly settle into their new environment and the teacher effectively builds on previous learning. In the present reception class there are five Year 1 pupils for whom work is carefully set in accordance with their abilities and needs. Care is taken to ensure that these five pupils have the same advantages as their peer group by joining them for assembly, music and other school activities. Good liaison between both teachers ensures the success in planning for these pupils.
69. The results of tests carried out when children enter the reception class show they have expected skills in personal and social development, language and mathematical development and above those expected in their knowledge and understanding. By the time children leave the reception class they are ready to begin work in Year 1 having achieved well the Early Learning Goals of the Foundation Stage.

⁷ Stepping stones and Early Learning Goals: these are the expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children, make in connection with the six areas of learning, and the incremental markers on the way to these are called stepping stones.

Personal, social and emotional development

70. Children exceed expectations in their personal and social development; they are well behaved and polite and have good awareness of simple class rules, which they obey readily. They are developing good listening skills and make good progress in the ability to concentrate on the tasks they are set. The teacher plans particularly effectively a variety of interesting tasks and activities. She ensures there are good levels of support at the activities set during the day to develop co-operation amongst the children. Children are increasingly prepared to take turns and to share resources; their social skills are developed well by their role-play activities where most play together, sharing ideas and opinions with growing confidence. This was evident when children were given a range of large pieces of material to explore and deciding to become monsters. The focus of the teaching helps children become more independent and self-reliant; a good range of activities encourages children to make choices and decisions for themselves and to take the initiative in some situations. Children play and work well together supporting each other and sharing resources. Friendships are quickly developing and all children are happy and secure in their new environment.

Communication, language and literacy

71. Children attain above the expectations in language and literacy. Speaking and listening skills develop well. There is a well-planned focus on the development of knowledge and understanding of the features of a book using some elements of the literacy strategy. Most children already identify the title, cover, picture and many the authors. Teaching is well planned to introduce children to the significance of letter sounds. Very good use is made of Funkey Monkey puppet that pronounces words incorrectly. This successfully captures the interest of the children who make good progress in identifying mistakes in pronunciation. Children enjoy books and handle them with care. They discuss pictures and pretend to read with many children ready to embark on early reading skills. Activities at the pre-writing table are popular and children are proud of the marks they produce. Good planning in this area is evident by the progress children quickly make. The messages children wrote to Little Bear illustrated improved attempts at letter formation within their emergent writing. Most children make good attempts to write their own name on their own or by copying. The most able and average attaining children recognise their own name and on arrival in the morning select their name tab and fix it on the list of children in school today.

Mathematical development

72. Attainment in the mathematical area of learning is above expectations. Children in the reception class can count to ten and many beyond. They use their fingers confidently to indicate specific numbers and the above average children are beginning to use them to solve simple problems such as; "If I have six how many more will I need to make ten?". The majority of children are successfully developing their recognition of numbers. The most able order number cards to 20, most are secure in ordering numbers to five with only a few children at the early stages of number recognition. Children practise their numbers in the sand with one pence coins and a number strip. Children are secure in their understanding of long, short and small and use the terms correctly when comparing the size of towers they have built. Well-planned play in their wet and sand areas encourages children to develop

practical methods of learning about volume and measurements. Children use mathematical vocabulary increasingly accurately.

Knowledge and understanding of the world

73. Children learn well and have good levels of knowledge and understanding of the world around them. They bring their knowledge of their own families and backgrounds to their imaginative play. When working with construction toys, they design and make vehicles, which they relate successfully to everyday examples they have seen around them. From scrutiny of last year's work a good range of experiences successfully develop children's knowledge and understanding of the world. Through their role-play area of a toy museum this reception class have a good understanding of old compared to new. To successfully promote children's knowledge and understanding of the world about them the teacher prepares interesting and motivating practical activities. During the inspection children carefully drew around one child in their group then all contributed to sticking on facial features, hands and feet. They name features of the human body and describe simple differences. On their introduction to the computer suite reception children name places where computers are found outside school but are unclear about their use. Most children have computers at home and are familiar with terms such as computer screen and mouse.

Physical development

74. Satisfactory arrangements have been made for children to play outside whilst the building work is in progress and children also develop physical skills successfully during sessions in the hall. They manage to find spaces well, listen and respond quickly to instructions to stop, walk and hop. The majority learn to move like a cat and improve their actions during a well guided lesson. They are in line to exceed above expectations by the end of the Foundation Stage. In the classroom children use and manipulate construction and play equipment with growing confidence and dexterity. Fine motor skills are well developed; they fold, join, build and successfully role and shape malleable materials. Good pencil control is evident in their attempts at writing. The teacher and support staff manages the children effectively and shows good awareness of safety. Teacher's praise and encouragement results in positive efforts and improvements.

Creative development

75. There are some good activities to develop children's confidence and skills and by the time they leave the reception class they have achieved well, particularly in music. In their first music session this year with the music specialist children identified everyday sounds from tapes and pictures. Good questioning and clear explanations led to children making music. They copy a combination of sounds using handclaps, thigh slaps, foot stamps and finger clicks. The teacher keeps the children motivated by playing exciting rhythms, which gains their confidence in playing percussion instruments. Children use paints confidently, expressing their feelings well in large abstracts and carefully produced patterns.

ENGLISH

76. Standards of work are good. At the ages of seven and 11, most pupils attain the levels expected for their age in speaking and listening, reading and writing, with a

high percentage of pupils attaining the higher levels. Boys and girls achieve similar standards. Since the previous inspection the school has been successful in raising the standards through good teaching that is firmly based in the National Literacy Strategy. The majority of pupils achieve well and make good progress from their starting points. Progress is satisfactory for those with special educational needs but the reading and writing skills they need to learn are not always consistently met.

77. Results generally reflect a rising trend in standards for seven and 11 year olds over the past four years. Currently at this early stage of the year standards are high, the majority of pupils achieving the expected standards and many achieving higher standards.
78. Seven year olds, attainment in speaking and listening is above average. Pupils listen very attentively, demonstrating good understanding of the main points in discussions. Pupils benefit from well-planned opportunities provided in most lessons for offering opinions or explanations. Pupils confidently use a wide vocabulary as they cogently communicate their thoughts and feelings. For example, Year 2 pupils of different abilities joined in a good quality discussion of autumn walks, successfully evoking the beauty of the sights they had seen. A higher attaining pupil demonstrated his wide vocabulary and mature sentence construction as he explained clearly why it is "*definitely time for squirrels to begin collecting nuts*". By 11, attainment in speaking and listening remains above average. Pupils listen with concentration to other pupils and their teachers and wait their turn to contribute in discussions. They are very confident public speakers. This was demonstrated when Year 6 pupils talked most eloquently about making a training video to improve multi-cultural awareness.
79. Attainment in reading is above average by the time pupils are seven and 11. The importance placed on this skill encourages high standards and most pupils make good progress in acquiring a wide range of reading strategies. The provision of well-managed, daily group reading sessions helps progress by giving pupils good opportunity to practise and consolidate their reading. The individual support for lower attaining readers is not adequately focused on pupils' weaknesses to help them get the best from these sessions.
80. The majority of seven year olds read with fluency and accuracy and with appropriate expression, using phonic recognition, word building and picture clues to help them decode unfamiliar words. Most pupils are beginning to use their alphabetical knowledge to assist them as they access wordbooks and class dictionaries. More able pupils confidently use books to find information, as for example when they refer to reference books to discover facts about Holland. Parents' involvement in these early years is valuable. Regularly reading with their children and keeping the teacher up to date with how they are getting on with the books.
81. Eleven year olds read confidently from a range of fiction and non-fiction texts and discuss in detail the plot, characters and other features. Most pupils talk well about the books they are reading and the reasons why they prefer the style of certain authors. Pupils are reading appropriate books by recognised modern and long established authors, including playscripts by William Shakespeare. However, reading records indicate that they are insufficiently encouraged to select books from a wide variety of genres, with the result that most pupils choose modern fiction, with few, for example, choosing to read non-fiction or poetry. Pupils effectively use their research skill to find information in books and computers, which assists their

learning in other areas of the curriculum. For example, pupils in the Years 5 and 6 class used a selection of books as part of their historical enquiry into changes in Great Britain since World War II. Library provision has improved since the previous inspection and the library now has a permanent location. The higher attaining pupils have read most of the books the school has to offer, indicating that there are still shortcomings in this area.

82. Seven year olds reach above average standards in writing, because of consistently good teaching. Pupils in Years 1 and 2 have made very good progress over the short time since the beginning of term and are achieving very well. For example, in this period a more able pupil in Year 2 has progressed from writing short simple sentences to long complex sentences that include connectives such as *"because"* and imaginative choices of vocabulary. A significant number of pupils are already above average. They write simple sentences, consistently punctuated with capital letters and full stops. Spelling of familiar words is correct and handwriting is legible and neatly presented. Many pupils are beginning to use a joined script.
83. Eleven year olds' standards in writing are also above average, with approximately 30 per cent of pupils exceeding expectations for their age. Pupils know that writing is used for a range of purposes and the writing of most is varied and interesting, including stories and factual writing. Punctuation and sentence construction are satisfactory overall. More able pupils use punctuation, including speech marks, well and sentences are well structured with effective use of extended sentences. Ideas are developed logically and are beginning to be organised into paragraphs. Almost all pupils write neatly, in a developing personal style, and present their work well. They frequently draft to improve their work. The literacy hour is having a positive effect on pupils' ability to select more powerful language and pupils have suitable opportunity to write for a range of purposes. The 'Hear My Voice' initiative, which was begun at the time of the previous inspection has been most successful in improving pupils' creative writing, which is very good and a strength throughout the school. Pupils' writing is varied and interesting with vocabulary and sentence construction developing well to become increasingly effective as pupils progress through the school. For example, a Year 6 pupil wrote during a poetry lesson, *"Where a breeze conducts a song thrush's chant"*.
84. Teaching is good overall throughout the school and teachers have risen to the challenge to improve. Teachers have good subject knowledge and lessons are well thought out. In one lesson a videotape set the scene for Oberon's speech, followed by an analysis of the text helped place the poetry lesson into context. The pace was good and the pupils went on to produce playscripts that made good use of rhyming couplets. In a poetry lesson for Year 3 and 4, the objectives were very clear for each of the groups. The well-focused introduction asked pupils to explore the quality of vocabulary that brought poetry to life, at the same time dealing precisely with the three targets for the lesson. Lower attaining pupils were given support in finding nouns and verbs and made good progress in understanding their importance. Higher attaining pupils made good use of dictionaries to select the most powerful verbs for their first draft poems.
85. The headteacher in the role of English co-ordinator has worked effectively to promote literacy and improve standards. The intensive training in using the literacy strategy has improved teaching quality, but more needs to be done to help teachers identify where pupils are not making the progress that could be expected. Additional strategies for developing literacy skills are yet to be introduced to support lower attaining pupils, and this is already planned for.

MATHEMATICS

86. Since the last inspection standards achieved by 11 year olds have been broadly average when compared to all schools. Most recent National Curriculum test results were below those of similar schools, in particular the proportions reaching above average levels. Based on their previous attainment the progress most pupils have made has been as expected but the school has made it a priority to raise pupils' attainment further. A scrutiny of last year's work shows that the higher attaining pupils were not given enough experience of working with larger numbers or challenging problems that would ensure they used their skills. There were some noticeable gaps in the work over the year, particularly in the range of strategies that were taught for solving multiplication and division by large numbers and calculating simple formulae. There were only a limited number of written methods taught. A similar picture of low expectations of the higher attaining pupils is evident when considering the National Curriculum test papers of seven year olds.
87. Teaching of numeracy is improving, expectations are suitably high and teachers are confident with the contents of the National Numeracy Strategy and what is to be taught. The inspection found that standards reached by seven and 11 year olds is above that expected in their understanding of numbers and the number system and their use and knowledge of shape and measures.
88. By the age of seven pupils are secure with their number facts to 100. They know the names of the shapes and find different ways to make 10p or 20p. Low attainers are confident working with numbers to 100, counting in tens and using facts to calculate doubles. They are secure in their knowledge of money, working out ways to make £1 with different coins. Higher attaining pupils are good at applying their knowledge of number to solve complex problems. For example they calculate the missing values in $67 - ? = 45$ using their knowledge of tens. Pupils of all abilities are secure in plotting data onto block graphs and making comparisons during their work on healthy foods.
89. Eleven year olds are confident with working out calculations in their heads quickly and have a good understanding of decimal fractions and percentages. They have good knowledge of place value and they multiply and divide whole numbers by 100 and calculate using decimals. They are less secure with the different strategies for division and solving written problems as this was not a regular feature of their work last year. They plot data onto the commonly used graphs and frequency charts but interpreting data to identify trends is not developing.
90. The quality of teaching and learning was good. It was better than the scrutiny suggested for six and seven year olds and was good for ten and 11 year olds. The pace of learning was overall satisfactory for eight and nine year olds but the activity for average pupils did not have sufficient challenge. Whilst it showed that average pupils could recognise and draw irregular polygons it was undemanding and missed the opportunity for some challenging investigative work. Lower attaining Year 3 pupils were adequately supported by the teaching assistant but a more systematic approach to describing shapes by their attributes would have improved the mathematical content for this group.
91. In the good lessons and better elements of the satisfactory lessons pupils were encouraged to work out answers in their own way sometimes consulting with others,

as when groups of 11 year olds were calculating value added tax. Pupils in all classes were asked to show or explain how they had arrived at particular answers. The teachers were good at showing pupils how to set out their explanations in a systematic way and this demonstrated their confidence with the subject. The pupils are keen and very well motivated. They rise to the challenges set them in groups and independent work. For example, seven year olds quickly working out where they would place their counters on a dart board to score given amounts. They used the rule that with only two counters they had to use a double. This was demanding and fun.

92. The National Numeracy Strategy is applied effectively. Teachers share the lesson objectives and the language to be used in the session is also made very clear to the class. The first part of the lesson is well prepared. Teachers are confident and the pitch is generally appropriate for the range. There are some difficulties in meeting a diverse range of needs in these sessions in Years 3, 4 5 and 6 and it is not always appropriate for these activities to be undertaken by the whole class. However, pupils are well motivated by this activity and enjoy the challenge of working together as a class. There is a good balance to the lessons and adequate time and preparation goes into the last part of the session. All lessons ended with a satisfying sense of achievement. Bringing together two mixed ability age groups was managed particularly well in one class. Each table of eight and nine year olds had to agree on what they thought the shape might be, as different parts of it were projected onto the screen. This was the high point in the lesson, as pupils discussed the reasons for their choices, before finally giving their answer. As more of the shapes' attributes were revealed so guesses were modified until the final revelation came as little surprise.
93. Work is well presented and marking is helpful. Personal targets, introduced since training last term, are appropriate for the below average for example to learn number bonds to 100. They are not sharp enough for higher attaining pupils.
94. There are no marked differences in the performance of girls and boys. Pupils with special educational needs are making satisfactory progress. The scrutiny indicated that there were difficulties matching the maths scheme, introduced last year to support the numeracy strategy, to the teaching programme recommended in the National Numeracy Strategy. This caused some of the gaps in what was taught last year. Whilst it is part of the co-ordinators action plan to monitor this more needs to be done to ensure that the scheme of work and the strategy are brought together quickly.
95. The school's priority to raise attainment in mathematics began last academic year and the improved standard in the work seen of this years 11 year olds is evidence of its success. Assessment arrangements for tracking pupils' progress are relatively new and there is no coherent use of end of unit tests. This affects the quality of information available to teachers planning work for different abilities, in the mixed age group classes. The use of numeracy in other subjects is good and this benefits all pupils, particularly in developing their analytical skills. Although there are still gaps in the range of information and communication technology resources, computer software is adequate and used wisely to support learning.

SCIENCE

96. Since the last inspection results in science have steadily improved. Inspection evidence shows that the standards of seven year olds are in line with expectations in knowledge and understanding. Work seen from pupils in Years 3 to 6 is broadly meeting expectations in scientific knowledge and understanding. Pupils' skills of scientific enquiry are less well developed and generally fall below the expectations of most seven and 11 year olds. Whilst pupils carry out scientific investigations their skills in devising fair tests, measuring and recording results and explaining their findings do not develop sufficiently. In part, this is the result of insufficient resources but the evidence from a scrutiny of all of last year's work from across the school, indicates there were limited opportunities provided.
97. Six and seven year olds' work on healthy eating and the life cycle of animals is planned to ensure suitable progress in pupils' knowledge and understanding. Appropriate use is made of their mathematical skills to record data collected into graph form. All pupils know that humans grow and change over time and show some surprise when comparing photographs of when they were babies to now, particularly the length their legs have grown. However, the vast majority produce similar work and expectations are not high enough.
98. In the lessons observed in Years 3, 4, 5 and 6, pupils were not sufficiently challenged. Many of the pupils produced similar work in investigations and there was an insufficient range of expectation based on what pupils already knew. Pupils in Years 3 and 4 are developing, with guidance, a systematic method of working. Using well-prepared resources they evaluated the rate of skeleton growth between four and 11 year olds. With support, pupils use tape measures accurately, record their findings and record results in simple block graphs. Ten and 11 year olds are beginning to find and select information from books and information technology to help identify and classify plants and animals that live in a pond.
99. Science contributes satisfactorily to developing literacy skills. For example, pupils in the Years 1 and 2 class record data about healthy eating and in Year 5 and 6 use reference books to find and select information. Pupils' speaking and listening skills are improving and new vocabulary is being developed consistently. Mathematical skills are seen in the use of measurement and graphs. However, links with information and communication technology to support pupils' work in science are only just being developed and have not made an impact in the subject for pupils. There are not enough resources for example data loggers or movement sensors to support scientific enquiry. Pupils with special educational needs are assisted well by the teacher and support staff and make the expected progress in lessons.
100. Teaching is satisfactory. Resources are used well but there is a tendency to plan too much content rather than investigations that will add depth to knowledge and understanding. A consistent approach to science is developing within the school with the headteacher recently teaching science in Years 3, 4, 5 and 6. Planned activities build systematically on what pupils have undertaken. The objectives of lessons are not always sufficiently specific so that pupils understand what it is they are to have learned by the end of the lesson and insufficient emphasis is given to developing pupils' scientific enquiry across both key stages.
101. The co-ordinator is managing the subject adequately and has put into place a more robust scheme of work based on the Qualifications and Curriculum Authority's guidance. Because there is no consistent approach to assessment and recording, there is insufficient understanding of how scientific skills are developing through the

school. This restricts teachers' ability to plan work that builds systematically on pupils' knowledge, understanding and skills from one year to the next. Some use is made of optional standardised assessment tests to identify areas of weakness in pupils' understanding and this is a start towards improving teaching and learning.

ART AND DESIGN

102. Attainment in art and design matches national expectations by the age of seven, as at the time of the last inspection. Standards achieved by 11 year olds have improved since the last inspection and achievement now exceeds national expectations.
103. From age five to seven, pupils use a range of media, including paint, crayon and clay to experiment successfully with colour and shape and to develop appropriate techniques. By the age of seven, these good foundations to learning result in pupils working confidently and creatively, as is evident in their self portraits painted on fabric, and also in photographic records of papier mache sculptures. Printing techniques are acquired successfully and colour and pattern are used effectively.
104. Eight to 11 year olds make good progress and achieve well as they learn to copy the work of famous artists. For example, pupils in the Year 3 and 4 class, study the work of famous sculptors, including Henry Moore and Anthony Gormley, before they create very effective paper sculptures using curved and straight lines. Ten and 11 year olds are knowledgeable about the work of a range of famous artists and the techniques they use. They show good techniques in mixing and blending colours and in the composition of their drawings and paintings. Observational skills are less well developed, with limited evidence of the use of detail or the use of perspective to add depth. There is good use of information and communication technology to generate ideas and produce images.
105. In the one lesson seen, the quality of teaching was very good. In this lesson, the teacher demonstrated good subject knowledge and the lesson was very well planned to provide the opportunity for all pupils to develop their skills using a wide variety of media. Very good use was made of clay, pencils and computer programmes. Before pupils made their own studies of movement they looked closely at studies of famous artists and evaluated them for their effectiveness. Pupils were excited by the challenging task and worked with concentration and enthusiasm. The curriculum greatly benefited from visiting artists. For example, a member of the Royal Photographic Society recently visited the school to work with pupils to produce their own photographs, depicting movement. The results are outstanding.
106. The subject is well managed by an enthusiastic and knowledgeable co-ordinator, who checks teachers' planning and pupils' work. She works hard to ensure that art and design remains a valued element in the school's curriculum.

DESIGN AND TECHNOLOGY

107. Although no design and technology lessons were observed during inspection, a scrutiny of pupils' work, displays, and talking with pupils, found pupils make satisfactory progress and reach expected standards. This is a slight improvement from that found in the last inspection where there were limited gains in the middle years.

108. Pupils in the Year 1 and 2 class designed and made two working windmills using the most appropriate parts from a construction kit. They designed and made a house for Barnaby Bear, selecting the best materials for furnishing all the rooms. There are some good experiences for older pupils such as designing a cover for a video or making a picture frame. These are planned well to teach pupils the skills. For example when making a moving book eight and nine year olds considered other books, tried different ways of making things move such as levers, pivots and pop-up and successfully worked on a few ideas. Two design options were recorded, listing the materials needed and the order of making. Photographs act as evidence of the completed models and illustrate satisfactory standards of making. Clear evaluations on what they would do to improve, show sound knowledge and understanding of the design process.
109. Good use is made of the expertise in local industry. Ten and 11 year olds visited a shoe factory to see the design process through to the production line. On their return they considered a sample of slippers and compared these to their own. Evaluations identified difficulties in making and what would be changed. This is a very high quality experience for pupils and the final products showed a high standard in making.
110. As no lessons were observed a judgement on teaching cannot be made. However, from talking to staff it is evident that their knowledge and understanding are sufficient to confidently teach design and technology. The recently appointed co-ordinator has sufficient understanding to develop the design process effectively throughout the school. Specific making skills are areas recognised for further development. The school uses the Qualifications and Curriculum Authority's document to guide their planning. However, there is still insufficient identification of key skills, methods and evaluations throughout the school based on reliable assessment information. This would ensure that skills develop evenly for pupils of different abilities in the mixed age classes.
111. There are adequate resources available to classes and pupils' making techniques benefit from two construction clubs, open to all pupils. These are well attended and enjoyed by the pupils.

GEOGRAPHY

112. Two lessons were observed, one in each key stage, which were both taken by the same teacher. Judgements are supported by evidence from pupils' work and discussions with teachers and pupils. Pupils are achieving as they should and seven and 11 year olds meet expectations in their knowledge and geographical skills. Standards have been maintained since the previous inspection.
113. Seven year olds learn about the local area from walks and bus journeys, locating specific physical and human features such as parks and shops. They draw simple maps of the routes from home to school and have a good knowledge of how the local routes fit in with each other. Pupils enjoy frequent visits to other places that act as a reference to compare and contrast with Horrington. The class bear, 'Barnaby', is a firm favourite amongst six and seven year olds. 'Barnaby' inspires pupils with tales of his visits around the world in the company of other pupils or friends of the school. This is a good technique for helping pupils familiarise themselves with the major countries of the world and find them on maps.

114. In an outstanding lesson about Holland, six and seven year olds learnt a great deal. The teacher wove into the lesson what pupils already knew about Europe to establish a very good understanding of the inter-dependence of countries through exporting cheeses. She made good use of the large wall map to teach about the different types of landscape and to explain the meaning of geographical terms such as 'below sea level'. This effectively broadens pupils' understanding of keys and symbols. The lesson gave time for groups of pupils to find out from well-chosen books and other resources, the answers to questions asked by the class.
115. Eight and nine year olds became totally involved in their lesson, looking at aerial views of towns before pinpointing their locations on maps of the British Isles. It was a good lesson. The challenging questions, which were pitched at the different abilities, helped pupils develop their mapping skills well. Higher attaining pupils plotted the locations using co-ordinates whilst use common symbols to interpret the features onto a map. There were good opportunities for them to work collaboratively, plotting the route they would follow to reach the given town from their own homes.
116. Eleven year olds map skills are well developed. They use atlases and maps of various scales, progressing from local street maps to maps of Britain and the world. They have a good knowledge of ordinance survey symbols and locate key features such as mountain ranges, major cities and rivers and recognise different climate types. Pupils use data on climates competently to compare different countries. They use simple land use maps and traffic surveys to compare Wells with Bournemouth. Pupils' knowledge of people and places beyond the United Kingdom has improved significantly since the previous inspection, largely due to the school's commitment to improving multi-cultural awareness. For example, through the school's involvement in a national initiative, 'Ghana on-the-line' pupils have had the opportunity to meet with children from Ghana and now have a very good understanding of conditions in that country.
117. Lower attaining pupils and those with special educational needs are given appropriate tasks and support which enables them to make the same progress as other pupils. Higher attaining pupils are given suitably challenging work to enable them to make sound progress. All pupils benefit from the good use of resources and are efficient in searching for information from a variety of sources, including the use of information technology where, for example, video links were established with Ghana.
118. Curriculum planning has improved since the previous inspection, with a two-year cycle that caters satisfactorily for the mixed age classes. There is a good emphasis on developing literacy and numeracy skills through geography and the planning seen during inspection confirms that there is coherence in the long-term plan.

HISTORY

119. A lesson with ten and 11 year olds was observed and other evidence was gained from looking at last year's work and discussions with pupils and teachers. Seven and 11 year olds do as well as is expected and standards have been maintained since the last inspection.

120. Seven year olds accurately sequence the events in a story, such as the Great Fire of London. They recognise famous people of today, such as the Queen, and learn about famous people of past times such as Florence Nightingale. They enjoy listening to stories about these people and talk about how their actions have affected the present. Pupils study buildings in the locality and record some of the changes made to them over the years.
121. Eleven year olds gain a sufficiently broad view of history through studies of the Tudor period, the Victorian age and Britain since 1948. Their general knowledge of these periods is as expected. For example, they know the kings and queens of the Tudor period, understand the difference in living conditions between rich and poor and describe the features of a Tudor house on some detail. Pupils are familiar with other civilisations, such as the Aztecs and ancient Greece. Higher attaining pupils develop good skills in historical enquiry as they recognise the value of historical sources in providing information about people and events. All pupils use computers to obtain information about topics and higher attaining pupils use a variety of sources to good effect. However, there is limited opportunity for pupils to undertake independent research into topics of their own choice.
122. In the one lesson observed in Year 5 and 6 the teaching was very good. Groups of pupils researched into the changes within each decade since 1948. The lesson built very effectively on what they had already found out and pupils were set interesting and challenging tasks to develop the hypothesis. Resources were very well organised, so that, for example, each group had plenty of books from which to find the information needed to identify the differences in such things as transport and employment. It was particularly important to see that pupils whose research skills were less well developed had the decades for which there was a greater amount of information. This allowed them to get some important early successes in the enquiry. Pupils showed a keen interest and listened attentively, responding very positively to questions. Pupils were encouraged to talk freely about their work and expressed their views. Their enthusiasm and interest made a considerable contribution to their learning.
123. The subject co-ordinator is very new to the role and has not yet had time to make any impact on standards. Curriculum planning has improved since the previous inspection and is well planned on a two year cycle based on a nationally recommended scheme of work. Resources are adequate, but there are insufficient historical artefacts with which to support pupils' learning. The frequent, well planned visits to local areas of historical interest help extend pupils' enquiry skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards are satisfactory. The quality and quantity of the computers for pupils to use are very much better than four years ago and there is a programme of skills that is taught across the school. The computer suite has given greater access to all the pupils which is benefiting their learning in many subjects. They now have good regular access to the machines and this is ensuring under the guidance of a designated teaching assistant that they are making very good progress at consolidating their basic computer expertise.
125. Pupils are good at using the computers to word process documents. Eight year olds had set out a newspaper by cutting and pasting articles. They went on to select pictures from a 'library' and inserted these into the correct columns. This

involved a good amount of discussion and decision making as well as reinforcing their knowledge of the procedures involved in this aspect of word processing. Ten and 11 year olds followed up a visit to a local pond by producing a data file on pond life. They used the Internet and CD-ROMs to support their research and produced simple page spreads of information on their chosen pond animal or plant. Their learning was made better by the support given to them from the teaching assistant who checked the suitability of the web sites available. This is a skill pupils themselves are getting better at but the time saved was beneficial to ensure that all the class had produced satisfying results by the end of the lesson. The joint use of this room as a library and computer suite is good and gave the pupils the flexibility of using many sources of reference.

126. Pupils have a sound understanding of how computers and programs help us in our daily lives. Ten year olds used a computer program to sort a set of fractions or whole numbers. They learned to set the questions in order to help the computer with sorting and this helped them develop a logical approach to their mathematics. Seven year olds using an art package discussed its potential for producing birthday cards, wall paper or even sports bags.
127. Pupils' knowledge of how to control and programme devices such as toy robots or a sequence of traffic lights is below that expected of most pupils by 11. This is due to a lack of suitable software and hardware. Whilst this is available on a loan basis it has not been used by older pupils since leaving Year 2. It is recognised as a weakness by the co-ordinator but there is no commitment in the planning for information and communication technology to show when it will be addressed.
128. The computer facility is money well spent. It is used regularly by the teachers who send part of the class at a time, so ensuring that pupils can make the best use of the time. The teachers make good use of the computers in their classrooms for teaching the pupils skills before setting a group or independent task. In a lesson for eight year olds, the teacher showed good knowledge of how the program worked. She took the pupils through the operations of making a stamp and storing this as a new design. She frequently checked that they knew how to load a new painting tool to create affects and had thoughtfully set out an instruction card that was easy to follow. The pupils have difficulty following the lessons on the small classroom monitor and would benefit from a large screen projection or similar device. Such an addition would substantially lift the potential of the computer room as a teaching area.
129. The teachers make good use of the expertise of the teaching assistant assigned for some of the week to support pupils in the computer suite. She helped six year olds read the sentences before they moved them under the correct picture and gave individual help to pupils who had forgotten the procedure for shutting down. Her technical support is very valuable in making sure the best use is made of the teaching time.
130. The pupils benefited tremendously from connections they made with a school in Ghana during last year's national initiative 'Ghana on-the-line'. The Internet gave them the chance to keep in regular touch culminating in a visit from the school and a trip to London to meet the commonwealth affairs officer.
131. The computers and the software help pupils consolidate their literacy and numeracy skills very well. The teachers are confident in using the software and are supported

well by the co-ordinator who is an accredited trainer. She is beginning to look at standards and check on the use of information technology skills in other subjects. There is an action plan which, as at the last inspection, identifies that assessment is to happen. It will be priority to ensure this is soon put into place as pupils are learning effectively, but at different rates.

MUSIC

132. No firm judgement can be given on standards as during the inspection as no lessons were observed for six and seven year olds or ten and 11 year olds. Those pupils in the Year 3 and 4 class reached an acceptable standard in their lesson. They made good progress reading and following a rhythm from informal notations and kept a steady beat. They understood that the first beat in each group is the strongest and could distinguish beats of two, three and four. The lesson was taught well. Good use was made of old favourites such as 'Ram San Sam' and enthusiastic clapping. The use of a traffic light game to keep correct timing ensured the lesson was effective for everybody.
133. Singing in assemblies is above expectations and there is a good focus on developing pupils' listening skills. These are encouraged by a daily question pitched at an aspect of music pupils are learning about in class lessons. Pupils listen attentively and most are keen to answer the questions. Pupils sing tunefully, with good diction and keep a steady beat.
134. The teacher's expertise is helping to raise standards across the school and improve learning. Lessons are well planned and resources are appropriately used. Questions about the week's music are well judged to challenge pupils and to promote confidence.
135. Resources for music are adequate. There is a reasonable range of tuned and untuned instruments. A good variety of recorded music introduces pupils to different styles and traditions both in lessons and in assemblies.
136. The music co-ordinator is a music specialist who has a full-time teaching commitment with her own class. The school is wisely using her to teach music throughout the school. She is developing a well-structured scheme of work and her planning ensures that the key elements of the music curriculum are well addressed. Music making is an important part of the school's curriculum and there is teaching by peripatetic teachers for five different instruments, flute, recorder, individual piano, keyboard and violin. Parents pay for this instruction. Fifteen pupils are current members of the school choir who practise at lunch times once a week.
137. Weekly assessment highlights specific strengths and weaknesses. This is building up a good picture of where to develop the music curriculum. The co-ordinator has clear vision and the expertise to take this subject forward.

PHYSICAL EDUCATION

138. Lessons in dance, games and gymnastics were observed. All pupils are learning well and showed attainment that was at least as expected. The teaching was good. The teachers were enthusiastic in leading the warm ups and giving pupils the chance to share their successes or demonstrate the best standard. In the gymnastics lesson for eight and nine year olds, the teacher pointed out how one

pupil showed “*stretched angle shapes*” to remind others of what points to look for in an unsupported balance. In the same lesson care had been taken to correct sloppy jumping as well as giving help to a pupil who had difficulty keeping legs and toes pointed whilst making a standing jump. Such attention to detail led to rapid improvement amongst lower attaining pupils. Higher attaining pupils sought to copy the moves made by the better gymnast and this helped them improve.

139. Pupils learn well because of good self-discipline, and also their willingness to work with each other. The teacher of six and seven year olds had set up pairs of pupils to dribble or pass footballs accurately. As the pupils become more confident so they explored kicking the ball through the target from different distances and looked for better angles. The lesson was carried out in good humour with some of the higher attaining pupils setting their own targets to 'beat the goalie'. There were sufficient resources in this lesson to ensure that the activities kept moving.
140. The new subject co-ordinator is showing good leadership. She has arranged for the teachers to use their strengths and interests. She has taken on the responsibility to teach games skills to all pupils, whilst another teaches dance. The teaching assistants have been placed in lessons where support is needed and this worked well. In the dance lesson for five and six year olds it benefited one pupil immensely to copy the assistants actions to the dance routine 'and the cow jumped over the moon'.
141. The co-ordinator is very well organised with well-balanced lesson plans drawn from the schemes of work. Whilst assessment is in its early stages, the division of classes into three broad ability groups is useful. This ensures that pupils learn at rates consistent with their abilities and their ages. There is an excellent choice of after school and lunch time sporting activities and the co-ordinator attends a range of training and coaching courses to improve her own expertise. These are very well supported by pupils of all ages and make a very good contribution to skills development of other pupils. The recent success of cross-country runners has benefited boys and girls in their abilities. Due to circumstance beyond their control the school swimming pool has not been in use for a year, and many pupils who learnt to swim have been unable to develop their techniques. The school is looking at ways to realistically re-open the pool without compromising the other funds available for educating pupils.

RELIGIOUS EDUCATION

142. One lesson was observed in the Year 1 and 2 class. From this, along with a scrutiny of pupils' work, teachers' plans and by talking to pupils it is clear that the school meets the requirements of the locally agreed syllabus. Pupils make the progress expected of them, and this is an improvement since the last inspection.
143. Seven year olds consider the importance of their family, special times and forgiveness. They are aware of special times in family life such as christenings and weddings and develop an understanding of the importance of the Bible to the Christian religion. They are familiar with some of the stories from the Bible such as Adam and Eve. Lessons about other faiths and beliefs teaches pupils about symbols such as the Hindu sign, a sign of belonging.
144. Religious education contributes well to pupils' spiritual development. The lesson in the Year 1 and 2 class was very effective in encouraging pupils to reflect on their

feelings while listening to music. The pupils' confidence in their teacher and respect for these opportunities gave rise to such comments as *"I was not quite sure what the noise was at first and then it lulled me and I felt quiet"*. They value the 'Thought Tree' where worries, concerns or personal thoughts are written and attached as blossoms; knowing that they will remain secret but still shared. Five blossoms have been placed. The quality of teaching in the lesson was very good. The teacher quickly captured the interest of the pupils by linking Jesus' experiences in the wilderness to everybody's need to find quiet places to listen to inner thoughts. The story was told expressively and enthralled the listeners.

145. Eight to 11 year olds learn and understand important features of religious traditions. They consider the need for rules, Hindu and Christian rules. Jesus in the temple, the healing of Jairus' daughter and St Paul in Philippi are just some of the Bible stories pupils are acquainted with. Pupils write well showing a good understanding what it is to be a good friend, following their Bible readings. Considerations are given to what it is like to be a Muslim, the use of the Qur'an, the place of worship, customs and beliefs. Pupils write thoughtfully about others' beliefs, customs and points of view and learn to value these. Religious education also makes a good contribution to pupils' moral and cultural development, as they are encouraged to learn about faith traditions, and gain insight into their ways of life and belief systems compared to their own.
146. Literacy is used well in religious education evident by the different styles of writing seen. For example, a dialogue at the Crucifixion and a story plan to illustrate 'love thy neighbours as yourself'. Interesting surveys are carried out such as how many children go to church regularly, help to develop pupils' mathematical skills of data handling.
147. The co-ordinator has only been in post three weeks but has a clear overview of the subject throughout the school and is aware that resources to support this subject are inadequate. She is routinely checking that knowledge, skills and understanding are developed throughout the school in line with the locally agreed syllabus and assists with teachers' planning. Visits and visitors give pupils valuable first hand experiences and she is strenuous in her efforts to borrow resources to help teachers prepare lessons.