

# INSPECTION REPORT

## **LYDEARD ST LAWRENCE PRIMARY SCHOOL**

Lydeard St Lawrence, Taunton

LEA area: Somerset

Unique reference number: 123702

Headteacher: Mrs J Fursland

Reporting inspector: Ms A Coyle  
20603

Dates of inspection: 22 – 24 October 2001

Inspection number: 196536

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:	Lydeard St Lawrence Taunton Somerset
Postcode:	TA4 3SF
Telephone number:	01984 667 287
Fax number:	01984 667 287
Appropriate authority:	Governing body
Name of chair of governors:	Mr R Harrison
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2060 3	A Coyle	Registered inspector	English Art and design Design & technology Information and communication technology Music Foundation Stage French	How high are the standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9777	A Comer	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
1814 3	D Franklin	Team inspector	Mathematics Science Geography History Physical education Religious education Special educational needs Equal opportunities	How good are the curricular, and other opportunities, offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Lydeard St Lawrence Primary School is situated in a small village near Taunton in Somerset. It serves the surrounding rural area, which mainly consists of families from privately owned properties. The number of pupils on roll is slightly higher than it was when it was last inspected in 1997; there are currently 79 girls and boys in the school. Children under five are admitted to the reception class at the beginning of the year in which they are five. Attainment on entry varies, but is average overall. There are no pupils from ethnic minority backgrounds and only seven per cent are known to be eligible for free school meals which is much lower than the national average. A higher than average number of pupils are admitted or leave the school, other than at the usual time of admission. The school has 26 per cent of its pupils on the register of special educational needs, and five per cent of pupils have statements for their needs which is higher than the national figure.

### **HOW GOOD THE SCHOOL IS**

This is a good school in which a loving and caring ethos is promoted well, and learning is great fun. It provides a very warm and welcoming environment for its pupils where they are taught by a hard working team of highly dedicated staff. Many pupils achieve above the nationally expected standards by the time they leave at the end of Year 6 in mathematics, science, art and design and technology. The school is managed well by the headteacher and governing body who ensure that good value for money is provided.

#### **What the school does well**

- Standards are good in mathematics and science. Pupils achieve high standards in art and design and technology by the end of Year 6. Excellent cross-curricular links between subjects help pupils to apply their skills and knowledge well.
- Pupils have excellent attitudes to their work. They are very well behaved, have excellent relationships with each other and show very good personal development.
- The quality of teaching and learning is good overall: it is often very good indeed and sometimes excellent. The learning support assistants work in excellent partnership with the teachers.
- The school's provision for pupils' moral and social development is exceptional. Spiritual and cultural development is good. Pupils' personal, social and health education is promoted very well.
- A very good range of extra-curricular activities is provided, and there are very good partnerships with parents.
- The school is led and managed well by the headteacher who is an outstanding classroom teacher and strong role model to her staff.

#### **What could be improved**

- Standards are not high enough at Key Stage 1 in reading and writing.
- The curriculum for the children in the Foundation Stage<sup>1</sup> is not developed fully to take account of the recommended Early Learning Goals.
- Individual education plans for pupils with special educational needs do not contain enough details of specific targets for learning.

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<sup>1</sup> ON FOUNDATION STAGE

This stage of learning refers to children aged between three and six years.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in June 1997, it has made good improvements to its provision. The standards achieved by pupils have been maintained overall, and the quality of teaching is now even better than it was four years ago. The previous key issue regarding the need to improve the school development plan beyond one year has been addressed appropriately: the plan now provides details of how the school will improve its provision over three years, with specific targets identified for management, curriculum, personnel, premises and governors. The roles of the subject co-ordinators have also been developed to ensure that teaching and learning are monitored regularly throughout the school year; this is contributing well to the good quality teaching seen overall. The information to parents has been increased to include better detail about the curriculum and clearer references to pupils' attainment and progress in their annual reports. Meetings with parents take place more regularly than they did in 1997, but a few parents would still like more information before their children enter the reception class.

## STANDARDS

The results of the standardised tests at the end of Years 2 and 6 show that attainment varies considerably from year to year due to the very small numbers of pupils involved. Therefore great caution is needed when interpreting the results and no clear trends can be identified. However, the inspection findings show that the school is maintaining the generally good standards reported at the last inspection. For example, pupils attain standards that are higher than the national expectations in mathematics and science at the end of Key Stage 2. Standards are much higher than expected in art and design, and design and technology by the end of Year 6.<sup>2</sup> Pupils achieve the standards expected in all other subjects of the curriculum by the time they leave, and they make very good progress in learning French. From the time they enter the school, the youngest children increase their knowledge steadily, so that by the time they reach the end of the Foundation Stage, they achieve appropriate standards in most areas of learning, except in reading and writing, where they are lower than expected in relation to the Early Learning Goals.<sup>3</sup> At Key Stage 1, the pupils progress satisfactorily, and those with special educational needs make sound progress, because they are very closely guided by learning support staff in lessons. However, progress is not as good as it might be in English at Key Stage 1, because the pupils' learning in reading and writing is not structured closely enough to build on prior attainment. Nevertheless, pupils at Key Stage 2 make good progress overall, and especially in English and mathematics where progress is very good, because literacy and numeracy skills are well taught. The school has set sufficiently challenging targets for the future, which it is set to achieve. In particular, clear targets have been devised to help the pupils achieve better standards in writing at Key Stage 1.

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### <sup>2</sup> ON LEVELS

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above nationally expected levels.

### <sup>3</sup> ON EARLY LEARNING GOALS

From September 2000, QCA (Qualifications and Curriculum Authority), have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six in the areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are keen to do well and show great interest in their work. They have very sensible attitudes to learning.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in lessons and at playtimes.
Personal development and relationships	Excellent. Pupils relate exceedingly well to each other and are very willing to take on responsibilities.
Attendance	Satisfactory. Pupils are keen to attend school and arrive punctually, although the level of authorised absence has been affected adversely by the illness of several pupils in the last year.

Pupils' excellent attitudes and relationships with each other are strengths of the school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

The quality of teaching is good at Key Stage 1 and in the Foundation Stage, with strong features that includes the very good management of pupils and excellent use of support staff, time and resources. At Key Stage 2, the quality of teaching is very good overall, particularly in Years 5 and 6 where it is often outstanding in English, science, French, and art and design. Teaching is never less than satisfactory. Overall, in the lessons observed, nine out of ten were good or better, and two out of every five lessons were very good or excellent. This represents a good improvement since the previous inspection and has a strong effect on pupils' excellent attitudes to their work. Literacy and numeracy skills are taught particularly well at Key Stage 2, which enable all pupils to make good progress in their learning of basic skills. However, reading and writing is not structured enough at Key Stage 1 to ensure that pupils build effectively on their prior knowledge and understanding in these areas.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good at Key Stages 1 and 2, but the curriculum for children in the Foundation Stage is not planned specifically to the recommended Early Learning Goals.

Provision for pupils with special educational needs	Satisfactory. The school responds appropriately to the Code of Practice <sup>4</sup> for these pupils. They are guided very well by learning support staff, but the lack of clear targets in the individual education plans limits them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The provision for moral and social development is an outstanding feature of the school; good spiritual and cultural development.
How well the school cares for its pupils	Very good. The school is a very caring, friendly and welcoming environment in which children are loved and cared for very well.

A well-balanced curriculum is offered at Key Stages 1 and 2 that meets the requirements of the National Curriculum and the agreed syllabus for religious education. There are plenty of opportunities for pupils to become involved in extra-curricular musical activities, but the curriculum for children in the Foundation Stage is not developed fully. The school has very good partnerships with parents and carers.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher leads her staff well and is an outstanding classroom teacher who acts as a very strong role model to colleagues.
How well the governors fulfil their responsibilities	Good. Governors are supportive and conscientious. They fulfil their responsibilities well.
The school's evaluation of its performance	Good. There are good procedures for monitoring and taking effective action that are used well to help raise standards.
The strategic use of resources	Good. The school uses its finances well to make sure that pupils are provided with a good education.

The school has a good number of qualified staff and learning support assistants. The accommodation and resources are good, although the hall is too small for whole-class lessons in physical education. Nevertheless, the school uses the grounds and the local area well to extend pupils' learning and it ensures that best value principles are applied well.

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<sup>4</sup> ON CODE OF PRACTICE

This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is a happy, very caring and friendly environment.</li><li>• Children enjoy school.</li><li>• Staff are helpful and approachable.</li></ul>	<ul style="list-style-type: none"><li>• More information before children first enter the reception class, especially on the school's approach to reading.</li></ul>

The inspectors agree with the positive comments made by parents. Children enjoy school, members of staff are approachable and there are very good partnerships with parents. The inspectors also agree that parents would benefit from more detailed information before children first enter the reception class.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Overall, the school has maintained the standards achieved by pupils since the previous inspection in 1997. The oldest pupils in the school currently attain good standards by the time they leave at the end of Year 6 in mathematics and science, and high standards in art and design and technology.
2. Children enter the school at the beginning of the year in which they five. The entry assessments conducted within the first few weeks of the autumn term indicate that children's competence with language and mathematics matches that expected for their age, although their basic skills in writing are much weaker than in other schools. They make sound progress overall and achieve many of the goals expected, by the time they complete the Foundation Stage. Children increase their skills in reading and writing steadily, although they are still limited by the time they are six.
3. Standards in English match the expected levels by Year 6, but they are currently lower than the national expectations by Year 2. This is mainly because the high percentage of pupils who have special educational needs at Key Stage 1 require additional support for literacy. Due to the small number of pupils in each year group, it is not possible to make comparisons with other schools or identify trends in the standardised test results. By the age of seven, most have made good progress in speaking and listening. However, handwriting skills are weak. Although a few pupils write fluently and legibly, taking care to form letters properly, many have poor pencil grip. Standards in reading and spelling are less well developed than nationally by Year 2, because pupils do not have sufficient knowledge of phonic blends and word-building techniques to help them decipher text. Nevertheless, pupils make good progress at Key Stage 2, so that by the time they reach the end of Year 6, they achieve the standards expected. These oldest pupils listen well to the views of others and have a growing confidence in expressing their opinions. Most pupils read with satisfactory understanding, both fiction and non-fiction books, and they use indexes, glossaries and the contents page well of reference books and printed materials in the library. Poetry is a strong feature of the subject and literacy skills are promoted extremely well across the curriculum through excellent cross-curricular links with subjects such as geography, history and information and communication technology.
4. In mathematics, standards are currently above the national expectations for pupils in Year 6, and in line at Year 2. As the numbers in each year group are very small, and vary considerably from year to year, care needs to be taken when considering the results of the standardised tests, especially as the number of pupils with special educational needs also varies considerably each year. Overall, pupils make very good progress at Key Stage 2 and good progress at Key Stage 1 in number, shape, space and measure and data handling. In daily numeracy lessons, they gain in knowledge and skills in mental calculations, in practical activities and written recording of number tasks, and make satisfactory progress in these areas. Information and communication technology is used well to support numeracy skills, such as data handling.

5. The inspection findings for science show that throughout the school standards are good by the end of Year 6. Pupils make good progress from the average standards achieved at the end of Year 2. Teachers' secure subject knowledge helps to ensure that lessons are interesting and based on practical investigations, such as exploring the habitats of mini-beasts. The oldest pupils at Key Stage 2 make good, sensible predictions, and they use appropriate technical vocabulary when presenting written experiments. The use of diagrams, tables and charts is secure by pupils at the age of 11.
6. The high standards achieved by pupils in art and design, and design and technology, are a credit to the school. Pupils make very good progress and achieve particularly good standards in painting and observational drawing throughout the school. By the time they reach Year 6, pupils are confident in their use of colour, form and shape. They use their sketch books very well to record observational studies, critically analyse the work of famous artists, such as Adamson and Fox, and they explore a wide variety of techniques successfully in their own work.
7. Standards in all other subjects of the curriculum are in line with the national expectations. The school works hard to promote pupils' learning through excellent cross-curricular links with other subjects, such as English and history, and basic skills in literacy and numeracy are taught particularly well at Key Stage 2. Standards in geography, history, information and communication technology, music, physical education and religious education match those expected. Pupils make very good progress in learning French through a wide range of exciting and stimulating activities taught to them by a specialist teacher from the local secondary school.
8. Pupils' progress in learning is satisfactory at Key Stage 1, and good at Key Stage 2. From the time children enter the school, they are taught to build effectively on their skills, although slower progress is made in reading and writing skills than in other areas of the curriculum due to the significant numbers who have special educational needs and the school's need for a more structured approach to these areas. However, pupils' academic progress accelerates as they move through Key Stage 2, and is notably very good in English and mathematics in Years 5 and 6.
9. Pupils with special educational needs make satisfactory progress throughout the school in relation to their prior attainment. This is because, although they receive excellent guidance from extremely competent support staff, there are no clear, specific learning targets against which progress can be measured successfully. A few pupils have individual education plans to indicate what targets are required to meet their individual learning needs. There have been discussions and reviews about individual pupils, but specific targets have not been set in writing over the last two years. The newly appointed co-ordinator is aware of this issue and individual education plans are currently being prepared conscientiously.

### **Pupils' attitudes, values and personal development**

10. The pupils' attitudes to school are excellent. They enjoy coming to school and are enthusiastically involved in all aspects of school life. Parents believe that children like coming to school and that they are encouraged to work hard. Parents also believe that behaviour is good and that the school helps children to become mature and responsible. The inspectors endorse these views wholeheartedly.

11. Pupils' behaviour throughout the school is very good and sometimes excellent. They work and play happily together and move around the school sensibly and politely.
12. Relationships between pupils, and between adults and pupils, are excellent. Pupils are encouraged to show initiative and to take responsibility, exemplified by the headteacher's willingness to allow children to use the school facilities in the evenings and at weekends on the understanding that they monitor their own behaviour. Pupils have developed a high level of respect for others' feelings and values. Overall, the attitudes, behaviour and personal development of pupils make a significant contribution to learning.
13. Attendance is generally satisfactory, although during the last school year attendance fell to slightly below the national average, largely due to a high level of illness during the winter months. Pupils arrive at school punctually and lessons start on time.

#### **HOW WELL ARE PUPILS TAUGHT?**

14. Since the previous inspection, the school has improved the quality of teaching well. Pupils are taught by a hard working team of highly dedicated teachers and learning support assistants. Teaching is never less than satisfactory. It is now good overall at Key Stage 1 and in the Foundation Stage, and very good at Key Stage 2, particularly in Years 5 and 6 where it is often outstanding in English, science, French, and art and design. One of the major ingredients to the excellent teaching is that staff make learning great fun and this has a very positive effect on pupils' excellent attitudes to their work. Overall, in the lessons observed, nine out of ten were good or better, and two out of every five lessons were very good or excellent. Literacy and numeracy skills are taught particularly well at Key Stage 2, which enable all pupils to make rapid progress in their learning, especially in Years 5 and 6.
15. The school makes satisfactory provision for children in the Foundation Stage, and there are significant strengths. For example, the quality of teaching is good overall, because the learning support staff, time and resources are used exceedingly well and children are managed very positively. Since the last inspection there have been changes in staffing due to maternity leave and there is currently a temporary teacher in the reception class. All members of staff involved with these youngest children have good knowledge of the age group and they are good role models, offering calm, gentle encouragement and positive praise, whilst setting clear expectations of behaviour. However, although a good range of stimulating activities are planned well, the curriculum is not specifically linked to the Early Learning Goals and as a result, children are not always given suitably relevant literacy activities for their needs. For example, the school has identified children's poor writing skills as an area to focus upon, but the planning does not set out clearly enough how this is to be tackled through the use of structured programmes and assessment information. Nevertheless, the atmosphere for learning is one of fun and enjoyment within a well-disciplined, but kindly environment.
16. At Key Stage 1, all teachers and learning support staff plan in good detail and identify clearly what they expect pupils to learn. In the best lessons, teachers use the opportunities well to teach and emphasise new ideas. For example, the excellent cross-curricular links with subjects such as English and art and design

have led to exciting activities based on, *'Myths, Legends and Dragons'*. Teachers generally have very high expectations of behaviour and they challenged the pupils well to extend their knowledge. Basic numeracy skills are taught well and good use is made of questioning to check that pupils understand what they have learnt. Pupils are encouraged to use their knowledge to solve problems and staff use specific subject vocabulary very well to help pupils increase their understanding in subjects such as, information and communication technology. However, reading and writing are not structured enough at Key Stage 1 to ensure that pupils build effectively on their prior knowledge and understanding in these areas. Although planning takes good account of a variety of methods including whole-class, group and individual teaching and lessons are structured well, there is insufficient focus on basic skills such as handwriting and letter sounds. Lessons generally start with clear introductions, based on what pupils already know, and then specific targets are set for learning, with regular checks on pupils' understanding and progress. Pupils usually respond very well and are keen to use their skills during activities. Lessons are generally completed at a brisk pace and pupils' work is often used well to demonstrate and clarify points for others during lessons.

17. Lessons are organised well and managed very skilfully at Key Stage 2. Very good classroom control techniques are used consistently and pupils are given good praise to acknowledge success with their work. This has a very positive effect on learning, as pupils try hard to gain their teachers' approval. In all classes, teachers plan well to make the work interesting for the pupils and relationships are friendly, positive and focused on learning. Teachers use humour extremely effectively to engage and interest their pupils, and learning is fun. Learning support assistants are well briefed and deployed carefully to make a positive contribution to pupils' learning. Homework, in the form of reading and an occasional piece of topic work, is set for pupils to enable them to extend their learning, and work is always marked consistently to help them improve. The accommodation is used well; classrooms are tidy, very well organised environments with good resources clearly accessible. Teachers' day-to-day assessment procedures are good. Pupils are assessed on how well they have achieved the objectives for lessons and this helps teachers plan future work.
18. The quality of teaching of pupils with special educational needs is good. Pupils are extremely well supported mainly in the classroom by excellent support staff. Teachers plan to meet the needs of the pupils by providing suitable work for the lower attainers and ensuring that, those with special educational needs, are supported by an adult. All teachers know their pupils extremely well and are aware of the needs of individual pupils but as yet there are few individual education plans for them to use in planning. The newly appointed special educational needs co-ordinator is observing and working with pupils who have been identified on the register, so that she can support teachers in writing individual education plans to support pupils in their learning. She has identified that speaking and listening skills are an area needing to be developed with some pupils in Year 2 and is supporting their learning well.

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

19. The quality and range of learning opportunities provided for the pupils are good, with a broadly based and appropriate range of subjects being taught. These areas have improved since the last inspection. All subjects meet statutory requirements

and cross-curricular links between subjects are excellent. Religious education is taught in accordance with the locally agreed syllabus and in addition French is taught in Years 5 and 6. The effectiveness of the strategy for teaching literacy is sound; it is good for numeracy and has a positive effect on pupils' learning. Most pupils have an equal access to the curriculum and the school tries to ensure that pupils who are withdrawn for additional support are not withdrawn at the same time each week. However, some pupils are withdrawn regularly during literacy and numeracy lessons for music tuition, which impedes their learning in these core areas of the curriculum.

20. The quality and range of learning opportunities for children in the Foundation Stage are satisfactory. However, the school has not yet adopted the recommended foundation curriculum for these children and planning does not reflect the expectations of the Early Learning Goals.
21. Planning for the long and medium-term is satisfactory. The school has a sound curriculum framework, which consists of a rolling programme of topics to be covered over a three-year cycle. The topics are carefully planned, effectively using the learning objectives in the suggested national guidance for each National Curriculum subject. A significant feature of planning is the excellent cross-curricular links between subjects. For example, pupils designed a chair for *'Winne-the-Pooh'* in design and technology lessons, which was linked very well to the book they were studying in literacy. The physical education curriculum is appropriately adapted because the hall is too small for lessons with a whole class. There is a greater emphasis on physical education during the summer months when it is easier to plan outdoor activities and for smaller groups of pupils to use the hall for gymnastics. The school makes good use of the local environment to enhance the curriculum; for example, walks around the village and the use of the grounds for art, geography and science. Short-term planning is good and activities are appropriately planned to meet the needs of the different ages and abilities of pupils in the classes. This has a positive impact on pupils' learning.
22. The curricular provision for pupils with special educational needs is satisfactory. The informal support and guidance in lessons by the support staff are excellent. This enables the pupils to access the same curriculum as the rest of the class at the same level as the lowest ability group. Some pupils are withdrawn to follow individual programmes, using structured schemes and information and communication technology and the school has ensured that the pupils are not withdrawn at the same time each week. However, very few pupils have clear measurable targets on individual education plans to support their learning. A new special educational needs co-ordinator has very recently been appointed and has already started to address this issue.
23. Provision for extra-curricular activities is very good and it makes a significant contribution to the good quality and range of learning opportunities provided for the pupils. Activities offered to the pupils include netball, gardening, newspaper, cricket, football for girls and boys, indoor bowls, athletics, art, recorder and homework clubs. There is a residential visit, of a week, for pupils in Years 5 and 6 and there are plans for all pupils except the very youngest to spend one night at the residential centre in the summer. The school also offers a wide range of music tuition for pupils and other activities such as theatre trips, visit to a Celtic village enhance the curriculum and make a positive impact on pupils' learning.

24. The school is very effective in promoting pupils' personal development. The provision for personal, social and health education is very good. A programme of sex education, health education and drugs awareness, agreed by governors and parents, are effectively taught through science. The whole school uses times when pupils sit in a circle and discuss issues such as bullying very effectively, which support personal, social and health education very well. The whole ethos of the school is one of mutual trust and respect and this also makes a very good contribution to pupils' personal and social education.
25. The contribution of the community to pupils' learning is good. The school encourages people from the community to visit the school and talk about their work and experiences; for example, local farmers often bring animals into school. The recently appointed local vicar contributes well to assemblies. Parents and other local people help to coach pupils in sporting activities such as netball, cricket and indoor bowls. There are many musical activities in which pupils are involved within the community; for example, pupils attend a carol festival in Wells Cathedral at Christmas and visits to a Celtic village provide them with good opportunities to understand life in the past.
26. There are very good links with partner institutions, particularly the local secondary school. A teacher from the latter comes to the school twice a week to teach French to pupils in Years 5 and 6. Pupils are also involved in music concerts, drama activities and sporting events. There is a very good induction programme for pupils moving to secondary school and also a very active 'small primary schools' group. Members of staff from the local primary schools share training days and events. For example, last year the pupils in the schools shared the experience of listening to African drummers and an African play. A similar event based on the cultures from India is planned for April.
27. Provision for pupils' spiritual, moral, social and cultural development is very good. It permeates through the whole ethos of the school, which is one of mutual trust and respect by all. Opportunities for spiritual awareness are good and pupils have good opportunities to reflect during collective acts of worship. For example, in one assembly pupils were asked to reflect on the implications of not helping each other after listening to a story when one animal left all the work for another to do. They also have the opportunity to reflect on the wonders of the world around them. For example, in a science lesson pupils were fascinated with the chemical reactions of a range of liquids in a glass and, during a discussion with older pupils, they expressed how lucky they were to have such lovely school grounds to support them in their learning. During religious education lessons, pupils have satisfactory opportunities to reflect on their own beliefs and those of others. The school has also recently renewed links with the local church and the vicar is a regular visitor to the school. All these initiatives make a valuable contribution to pupils' spiritual development.
28. The provision for moral and social development is excellent and this is a strength of the school. All adults in the school are fully committed to ensuring that pupils know the difference between right and wrong and that all pupils are valued as individuals. The 'golden rules' are displayed in the classrooms to ensure that pupils know what is expected of them. Moral and social issues are addressed through assemblies and times when pupils can talk together while sitting in a circle. For example, in one session pupils were invited to say something they have particularly appreciated during the previous week. Some pupils bravely talked about how much happier they had become during playtimes. Pupils across the school are encouraged to

take responsibility for small jobs in their classroom and pupils in the oldest class have additional responsibilities around the school. The pupils in Year 6 also have extra privileges including having their lunch outside in the summer and being able to contribute to the running of the school. Each pupil in Class 3 adopts a child from Class 1 and supports them while they settle into school life. They also have the responsibility of buying presents for them and other pupils in the school at Christmas, funded by the Parent/Teacher/Friends Association. Pupils are encouraged to think of others less fortunate than themselves and support three charities each year.

29. Provision for pupils' cultural development is good. There are frequent visitors to the school to support them in understanding their own cultures and there is also an annual focus to support other cultures. For example, last year the local small school organised an African day when the pupils experienced African drama, dancing and music. An Indian day is planned for this year. The headteacher shares her valuable experiences of her visits to other countries such as, Australia and New Zealand, with the pupils. She is also very interested in local legends, which she regularly shares with the pupils. They very much enjoy these stories, which have a positive impact on their learning. Visits to places of interest are also arranged each term and include Bristol museum, a Celtic village. All these activities support pupils' cultural development well.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

30. The support and guidance which pupils receive, both formal and informal, are good. Parents feel comfortable about approaching the school with questions and problems. Teaching and non-teaching staff know the pupils and their families well and respond to their needs. The support for pupils with special educational needs is satisfactory.
31. Procedures for assessing pupils' attainment and progress, and the use of the assessment information to guide curriculum and lesson planning, are good overall. However, a more formal approach to monitoring and recording pupils' academic progress and personal development could further enhance the effectiveness of these procedures.
32. The school policies and procedures for promoting discipline and good behaviour are good and they are applied well. Policies and procedures for promoting health and safety are good. Procedures for child protection and for ensuring pupils' welfare are very good.
33. Procedures for monitoring and improving attendance are satisfactory, and pupils are registered appropriately at the beginning of each morning and afternoon session.
34. At the pre-inspection parents' meeting there was general agreement that children are encouraged to become good citizens and that the school helps pupils to develop confidence and demonstrate their skills. The inspection evidence fully supports these views.
35. Satisfactory use is made of assessment procedures to identify those pupils who find learning and conforming difficult. The support and guidance, which these pupils receive both from teachers and support staff are extremely good. However, the paperwork necessary to ensure that pupils are making good progress is less than

satisfactory. For example, although there is a register of pupils with special educational needs, individual pupil's progress is not always reviewed each term so that new targets can be set for the pupil on an individual education plan. The individual targets, which have been recently set, do not yet have small, specific goals for precise assessments to be made. The school has good links with outside agencies, which are appropriately involved with pupils when necessary. The needs of pupils with Statements of Special Educational Need are usually reviewed each term and all adults involved in their education, including parents, attend the meetings. Arrangements for these pupils are satisfactory and the preparation of annual reviews of the statements is in place.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

36. Overall, the school's partnership with parents is very good. Parents believe that the school works closely with them and that they are kept well informed about how their children get on at school. Their views of the school are very positive.
37. Communication between the school and parents has improved significantly since the last inspection and is now very good. Information is provided well through regular newsletters, parents' meetings and annual reports. Parents also appreciate that they can discuss issues informally with staff and they have a good relationship with the learning support assistants. Home visits are made to all reception children before they enter Year 1, but parents would like more detailed information before children first enter the reception class, particularly regarding the school's approach to reading. The layout of the annual pupil reports is clear and the information they contain is carefully focused with individual targets set appropriately for future learning. However, attendance data is not included in the school prospectus and it is sometimes omitted from pupil reports.
38. The school has been successful in encouraging parental involvement in the life of the school. A number of parents help out in the classroom and there is a very supportive Parent/Teacher/Friends Association. Some of the funds raised support the maintenance of the swimming pool that is a highly valued facility. The contribution that parents make to children's learning at school and at home is good.
39. Parents of pupils who find learning or conforming difficult are able to discuss their child's needs informally with teachers and support staff. Meetings are more formal for those pupils on Stages 3 or above of the special educational needs register. They are invited to attend or make a written contribution to these meetings. However, parents are not given a specific target, from an individual education plan in order for them to support and help their child to achieve at home. There are satisfactory links with the local secondary school to ensure that the transition between primary and secondary is smooth for pupils with special educational needs.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

40. Leadership and management of the school are good. The headteacher provides energetic and sensitive leadership to her colleagues. She is an outstanding classroom teacher who acts as a very strong role model to colleagues. The headteacher is supported well by all members of her staff in managing the school. There is a very strong, shared sense of commitment amongst staff and governors, and the issues identified within the previous inspection report have been addressed well.

41. The senior managers are actively involved in analysing the school's test results and evaluating the pupils' performance. They are keen to succeed and are taking appropriate action, in order to improve the standardised test results in areas such as writing. There is much emphasis on monitoring the quality of teaching in order to evaluate its effectiveness on learning and in raising achievement. This has had a positive effect on the quality of teaching throughout the school. Since the last inspection, the role of the curriculum co-ordinators has been improved well; members of staff now have clear responsibilities, which they undertake diligently. For example, the National Literacy and Numeracy Strategies have been introduced conscientiously.
42. The management of the provision for pupils with special educational needs is satisfactory. The newly appointed special educational needs co-ordinator, who has worked only eight days in the school has a clear view of what needs to be done to improve provision, in particular the paperwork and the individual education plans. Her priority, appropriately, has been to get to know the pupils who are identified on the special educational needs register and to use the school's assessment procedures to ensure that the needs of pupils in the school are appropriately met. She has attended an induction session for new special educational needs co-ordinators within the authority, which she found very useful. She is already working very closely with both class teachers and support staff. The governing body is appropriately informed about the special educational needs provision in the school by the headteacher.
43. Since the last inspection, the school has established a useful development plan that reflects shared concerns. The plan is useful in guiding school practice and addressing the priorities that have been identified. The governors are supportive of the headteacher, and they have an effective committee structure in place, which helps them to monitor the school's strategic development closely. Governors are well informed about the latest developments, such as the implementation of the National Literacy and Numeracy Strategies, and they are currently closely involved in drawing up an extension to the school development plan to give a long-term strategic overview of future improvements.
44. The school is very well staffed with teachers appropriately qualified and there is a very good number of support staff. In classes where there are more than 26 pupils then extra staff are used very effectively to ensure most groups have adult support during literacy and mathematics. The expertise of the support staff enhances pupils' learning and the level of skills and input of those dealing with pupils with special educational needs is particularly good. Lunchtime supervision is good. The staff operate as an excellent team, with the efforts of the secretary and caretaker making their own significant contribution to the smooth running of the school.
45. The accommodation is satisfactory and has been appropriately organised to allow the National Curriculum subjects to be taught effectively. However, the school hall is small and this has an adverse effect on teaching the physical education curriculum throughout the whole year, particularly gymnastics. Nevertheless, the school is located in an area with plenty of ground, which the pupils use regularly. There is also a Celtic Roundhouse for the pupils to use, which was made by the pupils under the instruction of trained experts during a 'Celtic Day'. These resources effectively enhance the curriculum. Attractive displays on the walls enhance the school and the caretaker maintains the whole building very well.

46. The school has a good range of learning resources that enable the curriculum to be delivered effectively. The library is appropriately located and has a good number and selection of books. No areas of shortage were noted.
47. Good improvement has been made in the day-to-day administration of financial matters. Systems are in place to ensure that the finance committee has a monthly budget printout that it reviews in relation to the school's planned income and expenditure; for example, the high carry forward has been allocated appropriately for the refurbishment of the premises. Administration of the budget is carried out efficiently by the headteacher, assisted by the school secretary. Care is taken to obtain value for money when purchasing resources, and estimates for building work and maintenance are carefully considered. Overall, resources are used well and the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. The headteacher, staff and governors should:

- (1) raise the standards achieved by pupils in reading and writing at Key Stage 1 by:
  - applying a more structured approach to the teaching and learning of reading and writing, including handwriting and spelling; (*paragraphs 57 - 62*)
- (2) improve the provision for children in the Foundation Stage by:
  - developing the curriculum to take account of the Early Learning Goals;
  - designate more clearly the management of the provision for the youngest children in the school; (*paragraphs 49 - 56*)
- (3) improve the provision for pupils with special educational needs by:
  - making sure that pupils' individual education plans contain specific targets for learning. (*paragraphs 9 and 18*)

There is a minor area for improvement in paragraph 37 that relates to the lack of attendance figures in the prospectus and pupils' reports.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	5	10	2	0	0	0
Percentage	23	23	45	9	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 approximately five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	79
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	21

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

## Attainment at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

Tables are omitted due to the small number of pupils taking the tests.

### 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	79
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### Exclusions in the last school year

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

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

### Teachers and classes

#### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.2
Number of pupils per qualified teacher	18.8
Average class size	26

#### Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	122

### Financial information

Financial year	2000/01
	£
Total income	206,904
Total expenditure	196,607
Expenditure per pupil	2,260
Balance brought forward from previous year	16,763
Balance carried forward to next year	27,060

### 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)	1
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	79
Number of questionnaires returned	44

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	0	0
My child is making good progress in school.	45	45	5	0	5
Behaviour in the school is good.	45	50	0	0	5
My child gets the right amount of work to do at home.	39	48	7	0	7
The teaching is good.	68	30	0	0	2
I am kept well informed about how my child is getting on.	48	43	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	2	0	0
The school expects my child to work hard and achieve his or her best.	64	30	5	0	2
The school works closely with parents.	48	43	9	0	0
The school is well led and managed.	68	27	2	0	2
The school is helping my child become mature and responsible.	52	41	2	0	5
The school provides an interesting range of activities outside lessons.	39	55	7	0	0

**NB: not all parents responded to all questions, so totals may not add up to 100.**

### Other issues raised by parents

Seven parents wrote to the Registered Inspector and 16 attended a meeting held at the school. The majority of comments were very positive, and parents expressed their satisfaction with the quality of education provided by the school; they particularly like the fact that the school is a happy, very caring and friendly environment. There were no significant concerns raised, although a few parents would have liked more information prior to their children entering the reception class, especially on the school's approach to the teaching of reading.

### **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

49. The provision for the youngest children in the school is satisfactory and has improved since the last inspection because there is now specific provision for them within the reception-Year 1 class. Children's attainment on entry to the school is, on balance, average. They make satisfactory progress in all areas. Most of the children are on line to attain the Early Learning Goals in most areas of learning by the time they reach the end of the Foundation Stage, except reading and writing skills where standards are not quite up to those expected.
50. The quality of teaching is good overall, based on appropriate knowledge of the areas of learning and good knowledge of the children and their families. The teaching plans are detailed and show clearly the specific learning outcomes of the intended activities. However, the curriculum is not planned closely enough to the Early Learning Goals. Nevertheless, a colourful learning environment is created through attractive displays, which show children's experiences in all areas. Good use is made of the resources to support children's learning, including good levels of support from the learning assistants. Relationships between the children and staff are good, and there is a caring and supportive ethos throughout.

### Personal, social and emotional development

51. Children make good progress and achieve the Early Learning Goals by the time they reach the end of the Foundation Stage. The development of children's personal and social skills is given a high priority and is promoted very well at every opportunity. Children enjoy practical activities and concentrate well on their own tasks in an independent way. They happily share their equipment and work well together on the computer. Children are well aware of right and wrong and they are sensitive to the needs of other children. The quality of teaching is good and there are good opportunities for children to learn about their own culture and about Christian values and traditions such as the '*Harvest Festival*'. Members of staff manage the children very well and they encourage very respectful relationships in a loving, caring ethos where each individual is highly valued. Resources, including items for role play, are sufficient to ensure these youngest children in the school have good opportunities to become aware of people from other cultures.

### Communication, language and literacy

52. The children make satisfactory progress in communication, language and literacy, although they do not achieve fully the Early Learning Goals for reading and writing. There are good opportunities for them to listen with enjoyment and respond to poems and songs. The majority of the children speak reasonably clearly and enjoy listening to stories. There is good progress in story telling, and sequencing activities. A few children are able to write their names and read and write different labels and captions. The oldest children use pencils and crayons effectively and they copy their teacher's writing accurately, but the youngest children often struggle to use their pencils correctly to form recognisable letters and words. Although many children know a few letters of the alphabet, they frequently have difficulty linking sounds to the initial letter in a word. Teachers are aware of this and they give children useful activities to promote phonics in phrases such as, '*Pink Pig*'. Children have good access to a range of books from the book area and the sound teaching is supported very well by the learning assistants who help and guide the children

well. During the inspection, children were seen to be selecting books from the book area and using them to find pictures of animals and characters from, '*Old MacDonald's Farm*' and the '*First Bible*'. Children also used the computer confidently to identify characters from stories and nursery rhymes.

### **Mathematical development**

53. Children achieve the Early Learning Goals and make good progress. There are good opportunities for them to take part in a variety of counting activities, and in whole class mental and oral work. Most children can recognise and record numerals from one to ten, and they can recreate simple patterns. They understand concepts such as, '*shorter or longer than*' and many know the names of circles, squares and triangles. The quality of teaching and learning is good. Children are encouraged to apply their knowledge and understanding in practical tasks, which involve simple addition and subtraction. They have good opportunities to play with two and three-dimensional shapes, and they use them to construct their models. Some of the older pupils are able to sort and match their shapes accurately, and can use comparative language. Staff make good use of mathematical vocabulary and this has a good effect on the children's use of the vocabulary, including positional words.

### **Knowledge and understanding of the world**

54. A wide range of experiences is offered to the children to stimulate their interests and to develop their knowledge and understanding of the world. They make good progress and achieve the Early Learning Goals. Children have good opportunities to explore the world through using their senses in a focused way. They manipulate building blocks confidently and with good skills. Some of the work displayed on classroom walls shows good attempts in using different materials. For example, children have made recognisable models of lighthouses, boats, cars and hammers by using junk materials. They thoroughly enjoy moulding the shape of '*Kipper's Cake*' that they have observed in their story books, by using play dough. Children are confident when using the computer, and they are fairly skilled at using the keyboard and the mouse. The quality of teaching is good. Children have good opportunities to talk about their homes and families, and routes to school. They observe changes in the weather and discuss types of clothes that are most suitable to wear in a given weather condition. There are good opportunities for them to develop an awareness of the local environment through visits to local places of interest and the nearby church.

### **Physical development**

55. Children make satisfactory progress in physical development and the quality of teaching is sound. They achieve the Early Learning Goals by the time they reach the end of the Foundation Stage. Children are able to move with increasing confidence, imagination and control during gymnastic activities and they have a reasonable sense of space. They have good opportunities to handle small tools, objects and malleable materials safely. There is sound provision for both indoor and outdoor play, although the hall is small and limits the amount of energetic activity that can be undertaken during the winter. However, children have access to an outdoor area, which they share with older pupils, and this is used well during the summer months to enable children to develop their skills appropriately.

## Creative development

56. The children make good progress in their creative development and achieve the Early Learning Goals. They are given a wide range of opportunities to explore their ideas through painting, music, sand and water, and through their imaginative play. Children are particularly good at using the elements of colour and shape in their pictures and models. There are many exciting examples of good work, which have been collected and used for general displays around the school and in the classroom. For example, the highly colourful life-size paintings of the children that adorn the cloakroom area show that learning is great fun. All adults promote this area of learning well and the quality of teaching is good. Activities are planned carefully and staff encourage children to take pride in their finished work. Plentiful resources and the good management of lessons help to ensure that children build well on their skills and knowledge.

## ENGLISH

57. Due to the small number of pupils in each year group, it is not possible to make comparisons with other schools or identify trends in the standardised test results. Since the previous inspection the school has introduced the National Literacy Strategy appropriately and this is helping to raise standards. In addition, appropriate targets have been identified to raise standards, particularly in writing. The current inspection findings show that standards in lessons match the expected levels by Year 6, but they are lower than the national expectations by Year 2 in reading and writing. This is mainly because the high percentage of pupils who have special educational needs at Key Stage 1 require additional support for literacy.
58. By Year 6, pupils' listening skills have developed well and this enhances learning and contributes to the very good standards of behaviour in lessons. Pupils at Key Stage 2 can discuss themes, problems and solutions in relation to writing poetry and give sensible, thoughtful responses. These oldest pupils listen well to the views of others and have a growing confidence in expressing their opinions sensitively. Older pupils are given many opportunities to lead discussions in larger groups, which they take on enthusiastically. Pupils in Year 2, make sound progress in speaking and listening. They listen reasonably carefully to staff and peers in whole class and small group sessions. They are keen to answer questions when talking about books and stories, and they contribute willingly in practical activities. For example, the excellent focus on speaking skills in one lesson with pupils who have special educational needs resulted in very good progress; pupils had great fun pretending to be *'King and Courtiers'* and they increased their communication skills very well.
59. Standards in reading are in line with the national expectations by Year 6. They make rapid progress at Key Stage 2, so that by the time they reach the end of Year 6, they achieve the standards expected. They understand significant ideas and events in books. They read and understand complex metaphors and similes and higher attaining pupils can work out rhyming patterns in verse. Pupils have good opportunities to use the library. This has a positive effect on their progress. Most pupils read with satisfactory understanding, both fiction and non-fiction books, and they use indexes, glossaries and the contents page well of reference books and printed materials in the library. At Key Stage 1, reading skills are lower than the national expectations, because there are many who have special educational

needs. Pupils read simple texts reasonably accurately in group activities and a few higher attaining pupils are fluent, confident readers attaining above average standards. However, pupils do not generally have sufficient knowledge of phonic blends and word-building techniques to help them decipher text.

60. Writing standards in English and across the curriculum have been maintained since the previous inspection at Key Stage 2, and are in line with the national expectations by Year 6. Many pupils are confident writers, and they write adventure-action stories, based on *'The Iron Man'*, fluently, with good content and interesting action. They identify a wide range of connectives and recognise the effect of these in writing. The oldest pupils can redraft work themselves and use punctuation correctly. They show good imagination when writing creatively about, *'A Day in the Life of a Blue-Tit'* and empathise thoughtfully with small creatures. Pupils generally have fluent, attractive, joined handwriting, although their use of pen in their work is not always as neat as it could be. Standards of spelling are in line with the national expectation at Key Stage 2. Pupils learn to recognise spelling patterns through focusing on words in the literacy hour and they take spellings home regularly. At Key Stage 1, most pupils know that a sentence begins with a capital letter and ends with a full stop. They learn about the use of adjectives and how to answer questions about a text. Pupils discuss features of writing, such as punctuation, during shared reading in the literacy hour and they enjoy writing stories about, *'Biff and Chips'*. However, handwriting and spelling skills are weak. Although a few pupils write fluently and legibly, taking care to form letters properly, many have poor pencil grip, poor posture and do not remember spelling patterns. Nevertheless, pupils have very good attitudes and they are keen to improve their work, with adult help.
61. The quality of teaching is good at Key Stage 1. It is very good at Key Stage 2, and often excellent. The standard of teaching has been improved since the previous inspection, mainly due to the good introduction of the National Literacy Strategy. Teachers plan well-structured lessons, and they use very clear questioning techniques that encourage pupils to participate. The excellent teaching is characterised by a very brisk pace to learning, strong subject knowledge and excellent relationships between staff and pupils. All lessons are well organised; staff manage pupils very well and they revise previous work carefully before introducing new topics. Strengths of the teaching are the excellent use of time, learning support staff and resources and the fact that every single pupil is highly valued as an individual. This leads to very positive attitudes and high self esteem amongst pupils. Marking is up to date and teachers often make helpful comments on pupils' work, which has a positive effect on learning. The range of reading resources is good and there are sufficient materials from different cultures and traditions to provide the range and choice required.
62. The subject is led and managed well by the co-ordinator and the headteacher who analyse the results of the standardised tests rigorously to identify any areas of concern. Monitoring of the subject is well developed to include regular evaluations of teaching and learning, and assessment is used well to ensure that pupils make sufficient progress. Poetry is a strong feature of the subject and literacy skills are promoted extremely well across the curriculum through excellent cross-curricular links with subjects such as geography, history and information and communication technology.

## MATHEMATICS

63. Standards of attainment in mathematics are as expected of pupils by the end of Year 2 and better than expected by the end of Year 6. Standards have been maintained since the last inspection at Key Stage 1 and have improved at Key Stage 2. The introduction of the National Numeracy Strategy is having a positive impact on pupils' learning as is the consistently very good teaching of pupils in the oldest class. Progress made by pupils with special educational needs is mostly satisfactory in relation to their previous attainment, but there are very few targets for mathematics on individual education plans against which progress can be measured. However, the extremely good support and guidance provided for these pupils in lessons enables them to make sound progress overall in their learning. There is no significant difference between the attainment of boys and girls.
64. By the end of Year 2 most pupils understand the basic language of number, have a good knowledge of place value to at least 100 and can quickly recall addition and subtraction facts to 20. Lower achievers can add and subtract to ten accurately and are beginning to add to 20. In Year 1 most pupils can add two numbers on dice together and higher achievers are beginning to confidently explain their method of working. For example, one pupil told the class that to add four and three together he knew that four and four makes eight and he just then had to take one away. They can make and describe repeated patterns made using shapes and most know the names of simple two-dimensional shapes. Higher and average achievers, in Year 2, also use their mathematical knowledge to solve simple money problems and can change metres and centimetres into centimetres. Lower achievers successfully handle money to 20 pence and convert metres to centimetres. Most pupils can identify two-dimensional shapes and their properties.
65. By the end of Year 6 most pupils are confident to use their understanding of place value to add, subtract, multiply and divide large numbers beyond 1000. Most can convert percentages to fractions. Most can add simple fractions and use their knowledge of place value to multiply by ten and 100 to two decimal places. Higher and average achievers understand and use the probability scale from zero to one and can construct and interpret simple line graphs. Lower achievers collect and interpret data using tally charts and bar graphs. Most can find the 'median' and 'mode' of a set of data and higher achievers also look at the 'range' in a set of data. They use their own data about themselves very effectively for most of this work. Evidence of the use of information technology in their work can be found in the graphs and pie charts produced using sets of data about themselves. Younger pupils in Years 3 and 4 can identify place value of numbers to 100, partition these numbers and use the information accurately to add two numbers together. Most can identify two-dimensional shapes and put them into sets according to their properties. Pupils, throughout the key stage, are confident to explain their methods of working and are in the habit of checking their work for accuracy.
66. The quality of teaching and learning is consistently of high standards and is very good overall. All of the lessons observed were at least good with one in four being very good. Teachers have very good classroom management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and learn very effectively. Pupils respond very well to this and behaviour in lessons is very good with pupils eager to learn and enthusiastic about their work. All teachers follow the National Numeracy Strategy in their planning and this has a positive impact on progress. Most lessons start with a brisk mental session that grabs their

attention and makes them enthusiastic and receptive to learning. Teachers use these sessions effectively to assess their understanding. For example, in one very good lesson in Year 5 and 6 pupils held up their white boards to show they had converted percentages into fractions so that the teacher knew exactly which pupils were succeeding and which needed more practice. She was then able to pitch the next question at the right level to move the pupils on to their next stage of learning. Work is suitably matched to meet the needs of the different abilities and ages of the pupils in each class and also additional adult support is extremely good to enable all pupils to succeed. All staff are very good role models and use praise very effectively to promote learning. Both adults and pupils treat each other with respect. Pupils are confident to seek clarification either from an adult or another source. For example, two pupils in Year 6 looked in a mathematical dictionary for the meaning of an unfamiliar word. Teachers share the learning objectives of lessons with pupils and most teachers revisit them at the end of the lesson to assess whether the objectives have been achieved. They have very good subject knowledge, particularly those teachers working with the older pupils in the school, and can explain clearly to pupils how to approach their work. Pupils raise to challenges set by teachers and this has a very positive impact on their learning.

67. The procedures for assessing pupils' attainment and progress as they move through the school are satisfactory and are used effectively to guide teachers' planning. Targets are appropriately set and reviewed each half term or as required. Teachers record exceptional achievement either above or below expectations each week, in a red book and use this information in their planning. Optional tests are used for pupils in Year 4 and the school is in the process of setting up a programme which they can use to analyse data more effectively. Samples of individual pupils' work in mathematics are kept regularly and teachers meet together to discuss what levels these pieces of work are against the National Curriculum levels of attainment.
68. Management is good and the co-ordinator effectively monitors planning and samples of pupils' work. Support staff are extremely well deployed and are particularly effective in supporting, within the classroom, those pupils who find learning difficult. Resources are good throughout the school and are used extremely well to support pupils' learning.

## **SCIENCE**

69. Standards of attainment in science are as expected of pupils by the end of Year 2 and above those expected by the end of Year 6. The good standards at Key Stage 2 have been maintained since the last inspection, although it is difficult to make comparisons with the national trends, because of the very small cohorts of pupils.
70. It is evident that pupils make good progress in their learning, including those with special educational needs because of the extremely good support they receive in lessons and excellent teaching provided for the oldest pupils in the school. In Year 2 pupils explain that forces can change the shape of something. Higher achievers record their results in a table and explain exactly how they changed the shape of a material by using a range of forces. For example, one pupil wrote, '*I made a worm by rolling*'. Lower achievers record their finding in pictures and marking indicates a very good level of adult support during the lesson, which makes a positive impact on pupils' learning. Most understand what a fair test is and use this information when

planning their own experiments. They know that by pushing a car hard it will go faster.

71. By the end of Year 6 pupils have a good understanding of scientific language and can explain the use of terms such as 'density'. They know that water can be a solid, liquid or a gas. They use knowledge about materials to separate mixtures. For example they can separate a mixture of mud and water to get clear water. Pupils decide the order in which they want to put a range of liquids into a glass and predict what might happen before adding each liquid. They then, sensibly, consider what might happen to the liquids by the next lesson. All know what is required to make a fair test. The very good level of support by adults, during lessons, enables pupils with special educational needs to achieve as well as their peers.
72. The quality of teaching and learning is good overall. In the oldest class, teaching and learning are excellent. As a result, standards are high. Teachers make lessons fun and pupils are very enthusiastic. They are keen to be involved in practical activities. Teachers are confident in their subject knowledge and use a variety of teaching methods mainly successfully. The best teaching of science is when it is the only subject being taught in the session and all pupils receive focused teaching of new knowledge and skills. Support staff are used particularly well during these lessons to ensure pupils understand and have the opportunity to question and explain their actions. Specific scientific language is used well to support pupils in their learning. For example, in a lesson for pupils in Years 5 and 6, the teacher gave the pupils a clear, detailed explanation of the term 'viscosity'. Assessment procedures are satisfactory and there is evidence of good assessment in marking. For example, in a Year 2 pupil's book the teacher had written '*You understand how pushes and pulls change the shape of materials*'.
73. The co-ordinator manages the subject well and has been able to monitor planning and samples of pupils' work. The school uses the objectives in the national recommended scheme of work to ensure progression of skills. This fits appropriately into the rolling programme of topics planned for the pupils in the mixed aged classes. Resources for science are good and are used well to promote learning.

## **ART AND DESIGN and DESIGN AND TECHNOLOGY**

74. Overall, standards are high in art and design, and in design and technology, by the time pupils reach the end of Year 6. This represents a significant improvement in standards since the previous inspection. In art and design, pupils use their observational skills very well to critically analyse the work of famous artists and they are able to interpret techniques in their own work. For example, their work focusing on the 'Niaive' genre shows very skilful interpretations of the work of artists such as, Adamson, Shayer and Fox. Pupils use colour boldly when painting and they experiment successfully when making careful pencil drawings of plant life. They achieve very good standards in drawing self-portraits and observational studies. Pupils use brush dyes very well in watercolour studies of landscapes, complimenting their work well with careful details taken from digital photographs of the school grounds. They tackle collage work with great confidence and are able to complete pieces for class displays to extend their work in literacy and historical topics. Excellent opportunities for pupils to complete three-dimensional studies of animals for textured clay tiles, screen printing, tie-dye and batik have a significant

effect on the high standards attained. Pupils make very good progress in their learning, including those who have special educational needs. Throughout the school, pupils' visual perception is improved rapidly through a strong focus on recording observations. Their understanding of colour-mixing techniques is increased very well and excellent links are forged between art and design and other curriculum areas, such as literacy, history and geography, which help to increase their knowledge. At Key Stage 1, pupils experiment successfully with colour when painting mini-beasts, fruit and vegetables. They have good observational skills, as shown in their studies of musical instruments and careful pencil drawings of plant life. Pupils achieve a good standard in drawing self-portraits and observational studies, giving good attention to tone and shade in their representations. This is because sketchbooks are introduced early in Year 2. Cultural diversity is well represented, with focus from both European society and world-wide multicultural themes, such as Egyptian tombs, Aztec temples and Celtic designs.

75. In design and technology, pupils are accustomed to working from designs, which specify the tools and materials needed for their models. By the time they reach Year 6, they have a very good knowledge of a variety of methods to fasten materials together, which includes clips, glue and string. They measure, cut and join a variety of materials accurately and carefully assemble simple mechanical models, introducing movement by using axles for wheels. Pupils can list the different components needed, together with procedures for making and for evaluating their work. For example, their designs and finished pieces of three-dimensional rafts show very good attention to designing for a purpose. Pupils enjoy designing and making models. All apply finishing techniques carefully, such as painting, to enhance the quality of their models. Pupils at Key Stage 1 understand the properties of common materials and make good choices when constructing models. The very wide range of curricular opportunities, including spinning, weaving, model-making and textiles, have a very positive effect on pupils' very keen attitudes to their work.
76. The quality of teaching and learning has improved since the last inspection and is now very good, and often excellent. Pupils respond exceedingly well, with enthusiasm and confidence. Their attitudes to the subjects are excellent: all take a pride in their work and concentrate very well during lessons. Pupils with special educational needs are equally as successful in making things as other pupils and this helps to raise their self-esteem. Teachers have very strong subject knowledge and plan their lessons thoroughly to give pupils a very broad range of experiences. Since the last inspection, the development of literacy has encouraged pupils to use appropriate vocabulary when naming tools and describing what they are doing. The subjects are very well organised areas of the curriculum that are linked excellently with other subjects, such as literacy, history and science. Computers are used very well to extend learning throughout the school, and especially at Key Stage 2; pupils are able to complete detailed line drawings using the tool box, flood fill and import text in symmetrical compositions of animal heads, such as deer, pumas, badgers and elephants. The enthusiastic and talented co-ordinator promotes consistently high standards and excellent displays in classrooms and corridors. As a result, work is well mounted, clearly labelled, imaginative and very colourful. The co-ordinator's expertise has had a very positive effect on the high quality of teaching and learning. These factors contribute well to the high standards attained and the subjects are outstanding features of the school.

## **FRENCH**

77. Since the previous inspection, the school has introduced French as an extra subject of the curriculum for pupils in Years 5 and 6. Pupils make very good progress in learning a modern language and their skills in speaking and listening are often good. Pupils respond very enthusiastically to the well-paced routines of greeting each other and conversational French with which the teacher starts the lesson. This is organised in a very lively and informal way, which creates a highly positive and relaxed atmosphere. Pupils speak to each other with considerable confidence and are good at identifying the key words in questions. They answer well when asked about their age, where they live and the weather conditions of the day. They talk about themselves, their families and their homes using a good range of vocabulary and communicate information well by combining learnt phrases with accuracy. Most pupils are developing good accents and listen to their teacher very carefully.
78. The quality of teaching and learning is very good indeed, and often excellent. This is because the teacher's command of spoken French is excellent, and this helps acclimatise pupils to the intonation and speed of the spoken language in real life. The rapid pace of learning and fun-filled activities lead to great enjoyment by pupils and staff alike. The amount of written French which pupils attempt is appropriate to their early stage of learning. They copy phrases as directed and have started to build their own simple sentences using the verb 'avoir' and vocabulary connected with their homes and classroom. Displays around the class help pupils to develop their reading skills and the teacher makes good use of cards with key words and phrases to reinforce pupils' understanding of spoken and written vocabulary. The topics covered are well planned and develop pupils' knowledge of vocabulary and forms of speech in linked stages, which ensure that they develop confidence and skills at an appropriate pace. Pupils with special educational needs are integrated well into activities and all pupils have good access to a varied curriculum. The teacher shares lesson objectives with the class and together they review the learning at the end of sessions. This provides useful guidance on how pupils are progressing. The subject is appropriately resourced and managed effectively. Registration periods are often conducted in French, as well as other languages, and these help pupils to use their skills in practical ways.

## **GEOGRAPHY and HISTORY**

79. Standards in geography are as expected of pupils by the end of Year 6. Evidence in history is limited because the topics studied this term do not have a history focus. However, from samples of pupils' work from last year, and from discussions with pupils, the indication is that standards are as seen in most schools, and they have been maintained since the last inspection. All pupils including those with special educational needs make satisfactory progress in their learning.
80. In geography, pupils in Year 1 identify buildings in the local village by looking at a plan of the village and at photographs taken during a walk around the village. They discuss the jobs that people can do in the village and understand that most of their parents travel to nearby towns for their work. Most can name the village in which they live and many know the address of their house. Most can record on a simple pictorial graph the way they get to school and also draw a simple plan of their route to school.

81. By the end of Year 2 pupils develop their mapping skills and make plans of their school using a simple key. They identify an area in the school that has been neglected and higher achievers suggest some solutions to the problem.
82. By the end of Year 6 pupils use their knowledge and understanding of maps to find certain places. Much of their work is linked exceedingly well in cross-curricular themes. For example, pupils found places of interest on a map of Wales and then wrote poems about the places in their literacy lessons. They also use mapping skills well during their annual residential visit when they undertake orienteering activities using maps and compass. In Years 3 and 4, pupils monitor the amount of rubbish found in each part of the school as part of a project on their environment.
83. In history, pupils in Year 2 recall looking at old toys and comparing them with modern toys. They also know that in Victorian times the children had to walk a long way to school because there were no cars. Older pupils in Year 6 talk very enthusiastically about being archaeologists when they made a visit to 'a local dig'. In Year 4, they dressed as Tudors for a special 'Tudor Day' and know that Henry V111 was a famous Tudor King who had six wives. They know about the life and times of the ancient Egyptians and visited Bristol museum to look at Egyptian artefacts.
84. No judgement can be made on the quality of teaching in geography and history because only one geography lesson and no lessons in history were observed during the inspection. Long- and medium-term planning indicate clearly that the geography and history curriculum are covered satisfactorily in a rolling programme during the time they are in the school. The learning objectives from the national guidelines are used well to ensure progression of skills. The school uses cross-curricular links very successfully. For example, when making a study of ancient Egypt pupils also looked at the geographical features of the River Nile and identified Egypt and surrounding places on a map of the world.
85. Management of the subjects are good and the co-ordinator shares her experiences of visits to other countries with both staff and pupils extremely well. This enables pupils to make good progress in their learning. The school has good resources. It also makes very good use of the local area and the annual residential visit to the coast to support pupils in their learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

86. Standards have been maintained since the last inspection and are currently in line with the national expectation by the end both key stages. By the time they are 11 years old, pupils have made good progress over time and have added steadily to their understanding of the many facets of the subject. They show confidence when using computers as research tools. For example, in Year 6, pupils have enhanced their geography knowledge to learn more about mapping skills. At Key Stage 1, pupils can handle computers with much confidence. They can log on and off, use the mouse and keyboard well and know how to save and print their work. The use word processing to write simple stories and poems. They understand how to analyse data from a database that they have created about dragons. All pupils enjoy using computers and those with special educational needs work well with other pupils to extend their skills.

87. The quality of teaching and learning is good overall. Computers are used well in subjects such as English, mathematics and art and design. The teaching staff have worked hard to develop their own computing skills and show confidence and enjoyment teaching the subject. In the best lessons, teachers show a very good grasp of the computers and software; they use this knowledge well by setting clear objectives and explaining how pupils should proceed. In a good Year 3 lesson, pupils were learning how to enhance their literacy skills through the use of databases. The teacher used good knowledge of the software during the introduction to skilfully question pupils, making clear which skills they should be developing during the activity. Pupils listened very well to the instructions, which were well understood and helped them to make a good start to the activity. Teachers invariably manage their pupils well. This good teaching leads to pupils being highly motivated in lessons and they show this with a genuine buzz of excitement at what they can do on the computer. Often in the mixed-year ability and mixed-year lessons, more capable and less confident pupils sit together and a high level of co-operation and mutual respect soon develops.
88. The school has improved its resources since the last inspection and is making good use of its computers for literacy and numeracy, as well as for other subjects. The subject is managed well by an enthusiastic co-ordinator who has high expectations for the subject.

## **MUSIC**

89. No judgement can be made on standards overall or the quality of teaching by the time pupils leave the school, because no full lessons were observed during the inspection. However, from discussions with pupils and from observations of assemblies, instrumental tuition sessions and the school's practice for the Harvest Festival, the indication is that pupils make good progress in their learning, as found at the time of the last inspection. Standards are notably good in singing. Pupils in Year 6 understand the meaning of tempo and melody. They read simple graphic notation confidently when playing descant recorders. Pupils are able to follow an ascending and descending tune in melodies and they play simple untuned percussion instruments and appraise their compositions effectively to improve their performances. All pupils, including those with special educational needs and the most capable, make good progress in their learning. Throughout the school, pupils develop their musical vocabulary well and most are keen to improve their performances through repeated practice.
90. The expertise of the co-ordinator has a very positive effect on the standards attained and good links are made with other subjects, such as English, science and history. In addition, art is used well to encourage pupils' knowledge of musical instruments through painting. In the few observations made, pupils were very well managed and a great sense of fun was promoted, within a calm environment. For example, pupils achieved good standards in the singing practice for the Harvest Festival, because the lesson was well led. Pupils participated very well, showing enjoyment, and they listened to each other and their teachers with interest and sustained concentration. They effectively improved their singing skills by responding well to changes in tempo when performing. Pupils are given very good opportunities to learn many different instruments from visiting specialist teachers and this is a strength of the provision. In these sessions, good questioning skills are employed to assess pupils' knowledge and understanding of musical terms and

tasks match the differing needs of all pupils. Good opportunities are provided for pupils to perform to an audience, such as in assemblies. The subject is managed well by a conscientious co-ordinator and extra-curricular recorder groups and concerts enable pupils to take part in performances and so extend their skills even further.

## **PHYSICAL EDUCATION**

91. No judgement can be made on standards or the quality of teaching in physical education by the time pupils leave the school, because no full lessons were observed at Key Stage 2 during the inspection. However, from discussions with pupils and from an observation of one extra-curricular activity there is indication that pupils make good progress in their learning.
92. In Year 1, pupils are satisfactorily developing appropriate body control and spatial awareness. However, many pupils have difficulty in rolling, throwing and bouncing large balls. Pupils in Year 2, 3, and 4, continue to develop these skills and can throw a large ball mainly accurately and can dribble a ball from one point to the next using a hockey stick. A group of pupils at Key Stage 2 attending a netball club demonstrate very good basic ball skills.
93. No judgement can be made on the quality of teaching because only one full lesson was observed during the inspection. The very limited space in the school hall and the need to use the hall for many purposes, including individual music tuition prevented another lesson to continue when it rained. The small size of the hall has an adverse effect on the teaching of physical education, particularly gymnastics, but the school is creative in the organisation of the timetable so that there is a much greater emphasis on physical education activities in the summer. Planning is sound and the school uses the objectives from national guidelines effectively to ensure progression of skills. Very good use is made of the school grounds during the summer for athletics and outdoor games, and the learner swimming pool is used daily to ensure that all pupils can swim by the time they leave the school. Use is also made of a local indoor pool to make sure that pupils can swim longer distances and have the necessary level of personal survival skills by the end of Year 6. All pupils can swim at least 25 metres and many swim greater distances by the time they leave the school. The school is also very well supported by parents and local villagers, who help to run clubs and training sessions for the pupils in a wide range of sporting activities.

## **RELIGIOUS EDUCATION**

94. Standards of attainment are as expected of pupils by Year 6 according to the locally agreed syllabus and pupils make good progress in their learning. Standards have been maintained since the last inspection.
95. By the end of Year 2, most pupils have a satisfactory understanding of Christianity and some of the beliefs of the world faiths. Pupils in Year 1 know about some of the customs practised by young Jewish boys. They know that they have a special prayer shawl and visit a synagogue on Saturdays to pray. They compare this with the Christian tradition of going to church on Sundays. Pupils in Year 2 talk about the importance of the Harvest Festival to Christians and of the annual Christingle

service in church. They have a satisfactory understanding of some of the important festivals associated with Hinduism through research undertaken at home, followed by a discussion in school.

96. By the end of Year 6, pupils know and understand, in more detail, the practices of Christians and those of other faiths. In Years 5 and 6 pupils understand the impact of significance religious beliefs on the work of several famous people. For example, they know how important Christian beliefs were to St. Francis of Assisi and how his faith influenced his work. They recall a Muslim visitor coming to school to talk about his faith. They know that Muslims go to a mosque to worship and that a bell rings to call them to attend the mosque. They know that the Qur'an is a special book for Muslims. They also visit the local Anglican church during studies of the local area.
97. No judgement can be made on the quality of teaching of religious education as only one lesson was observed during the inspection. However, evidence from the lesson and from talking to pupils suggests that learning is good. Pupils enjoy their lessons and particularly recall knowledge gained when a visitor came to the school to talk about his religious beliefs and practices. The scheme of work fully meets the requirements of the locally agreed syllabus, *'Awareness, Mystery and Value'*. Medium- and short-term planning are satisfactory, although not clearly planned for all year groups every week. The school has good resources and it is beginning to revive its links with the local church to support pupils' in their learning.