

INSPECTION REPORT

**ST VIGOR & ST JOHN CHURCH OF ENGLAND
PRIMARY SCHOOL**

Chilcompton, Radstock

LEA area: Somerset

Unique reference number: 123861

Head teacher: Mrs R Bailey

Reporting inspector: Mr John Francis
(17976)

Dates of inspection: 21st – 23rd May 2001

Inspection number: 197541

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body of St Vigor and St John CEP School
Name of chair of governors:	Mr A Rankine
Date of previous inspection:	22 September 1997

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INFORMATION ABOUT THE INSPECTION TEAM

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Mr Ron Elam (9092)	Lay inspector		Pupils' attitudes, values & personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs Eileen Chadwick (19115)	Team inspector	Equal Opportunities Special Educational Needs Science Information Technology Design & Technology	
Mr Paul Missin (19227)	Team inspector	English as an Additional Language English Geography Physical Education	How good are the curricular & other opportunities offered to pupils?
Mr John Tate (27644)	Team inspector	Foundation Stage Mathematics History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Vigor and St John is a Voluntary Aided Church of England primary school mainly serving the villages of Chilcompton and Stratton-on-Fosse, but also taking children from other nearby villages. The intake of the school does not wholly reflect the generally prosperous nature of the area it is situated in. However, the proportion of pupils entitled to a free school meal is around the national average. The school is of average size with 208 pupils on roll, including 30 children in the Reception class, with significantly more boys than girls -117 boys: 91 girls - particularly in Years 2 and 4. There are seven pupils of multi cultural heritage and two pupils with English as an additional language. The proportion of pupils with special educational needs, at 26 per cent, is above the national average. These are mostly for moderate learning difficulties, although three pupils have statements of special educational need which is also above the national average. Pupils' attainment on entry is broadly average. Since the previous inspection, there have been a number of changes: five teachers, including the headteacher and two newly qualified teachers, have been appointed in the last two years.

HOW GOOD THE SCHOOL IS

St Vigor and St John is a good school. Standards are rising because the teaching is good and there are high expectations of the pupils. The headteacher provides excellent leadership and direction to the school, and has the support of the staff and governing body. There is a clear commitment to improvement in all aspects of the school's work. It provides good value for money.

What the school does well

- The headteacher is a very effective leader who is well supported by the governors and staff, and who is responsible for the significant improvements that have taken place over the last two years.
- The quality of teaching is good, staff are committed to continuing improvement and, as a result, standards are rising rapidly.
- Pupils' behaviour, their attitudes to work, and relationships throughout the school are very good and pupils are keen to learn.
- The quality of teaching, and the provision for children in the Foundation Stage are very good and give these children the best possible start to their education.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The school has very good links with parents who support its work well.

What could be improved

- Pupils' attainment in science, particularly investigative and experimental science and in information and communication technology, particularly for higher attaining pupils.
- Standards in the foundations subjects could be improved through improved planning based on better assessment and recording of pupils' progress.
- The detailed planning for pupils with special educational needs to ensure that this reflects the very small steps in reading and writing that these pupils need.

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 1997, standards have fallen significantly. However, more recently there have been a number of changes to the teaching staff, including the appointment of a new headteacher. Since this time, much hard work has gone into raising standards and there has been good improvement. Strengths identified at the time of the last inspection have been maintained, or improved on, and the weaknesses identified have been addressed successfully. Teaching has also improved, and there is now a much higher proportion of good or very good teaching. Improvements to the quality and range of computers and the creation of a computer room for class teaching are beginning to raise pupils' attainment. The school is very well placed to continue these improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	C	E	E*
mathematics	B	E	E	E*
science	B	C	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The results of the school's end of Key Stage 2 national tests last year were well below the average, and very low when compared with similar schools – in the lowest five per cent nationally. However, there were a significant number of pupils with special educational needs. Attainment for pupils at the end of Key Stage 1 was also below or well below average. Over the last three years, standards have not kept up with the improvements nationally. The inspection's findings, supported by the provisional results of the national tests for 2001, show a marked improvement in pupils' attainment, particularly for seven-year-olds where standards are now above average. This improvement has been brought about by a clear commitment by the school to raising attainment, particularly through the literacy and numeracy strategies. The targets set by the school have been appropriately challenging and, with the improvements in teaching, are being achieved. Pupils in the Reception class achieve well and attain levels well above the standards expected for children of this age.

Standards in information and communication technology for eleven-year-olds are below the level expected for pupils of this age. They have not had the full benefit of the improved facilities, but these are having an impact on the attainment of pupils lower down the school. In mathematics, standards are now above average and in English and most other subjects, pupils attain the levels appropriate for their age. The exceptions to these are science, where there are still weaknesses in experimental and investigative work, and geography, where standards are below national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' very positive attitudes to school and their willingness to learn make a great contribution towards promoting their attainment and progress.
Behaviour, in and out of classrooms	Pupils behave very well in the classroom, at play and during lunch times. They are open, well mannered, polite to adults and to each other, courteous and welcoming to visitors. They move around the school in an orderly way even when not supervised.
Personal development and relationships	Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games, and older pupils show great care when supporting younger ones at break times or in the dining hall.
Attendance	Attendance is very good and well above the national average.

All of these aspects show an improvement since the previous inspection. They are all strengths of the school and are reflected in views of parents, who say that their children enjoy school.

TEACHING AND LEARNING

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

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

Although the overall proportion of satisfactory or better teaching is similar to the previous inspection at around 97 per cent, the amount of good and very good teaching is significantly higher. This has more than doubled to around 60 per cent of the lessons observed, with almost half being very good, and occasionally excellent. Good teaching is seen in virtually all classes throughout the school, and is regularly of good or very good quality in Year 6 and Year 2. The most consistently good teaching is seen in the Reception class where the children are given a good start to school. Careful planning links together all of the areas of learning, and the use of good questioning develops the children's language skills. They become enthusiastic learners at an early age.

The teaching of numeracy is particularly well done and accounts for the improvements seen in standards. Pupils are keen to take part and quick to answer during oral sessions. The teaching of English through literacy is satisfactory, but with the school starting the National Literacy Strategy almost a year after other schools, standards are not high enough, particularly in writing. In the small amount of unsatisfactory teaching seen, and in other generally satisfactory lessons, weaknesses are mainly due to the work not being matched sufficiently closely to the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum showing good breadth and relevance, and for children in the Foundation Stage, it is very good. Pupils are able to take part in a wide range of extracurricular activities.
Provision for pupils with special educational needs	Pupils who have special educational needs are generally well catered for in most lessons. Individual education plans are appropriate, but vary in quality from class to class. Occasionally, where work is not suitably matched to their needs, they do not make the progress they should. The small steps these pupils need are not always clearly identified.
Provision for pupils with English as an additional language	The few pupils with English as an additional language have satisfactory skills, are suitably fluent and require no additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision for pupils' personal development is good. The very good provision for pupils' social development identified at the last inspection has been maintained, and provision for pupils' spiritual, moral and cultural development has been improved.
How well the school cares for its pupils	Overall, the school has good procedures for child protection and for ensuring the welfare of the pupils. Procedures are now in place to monitor the progress made by the children, and their general health and welfare. There is a good behaviour policy. However, there are weaknesses in assessment for subjects other than English, mathematics, science and information and communication technology

The Foundation Stage curriculum is very good. Parents are very pleased with all that the school does. Pupils' moral and social development is very good. The school works closely with parents who see it as a caring community and feel comfortable approaching the school with any questions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher provides excellent leadership and direction to the work of the school, has a clear view of what the school needs to do to develop and improve, and is well supported by the senior staff. In a relatively short time, she has gained the confidence of the governors, staff and parents.
How well the governors fulfil their responsibilities	The governing body is effective and well led by a hardworking and knowledgeable chair of governors. Governors are developing effective systems for monitoring much of the work of the school but their own monitoring of standards is still in an early stage of development.
The school's evaluation of its performance	This is very good. The headteacher's careful and rigorous monitoring of standards and the quality of teaching has produced significant improvements. The analysis of test results has identified strengths and weaknesses in teaching and learning, and action has been taken to address these. This is improving the quality of education.
The strategic use of resources	The school's budget is efficiently managed by the headteacher and the school's administrative assistant. Specific grants are used appropriately. Financial decisions are closely linked to school improvement.

Careful consideration is given to major planning and spending decisions to ensure best value for money and to consulting widely, where possible, on major decisions. The current teaching staff are well deployed and provide a good mixture of experienced and more recently qualified teachers. Resources are generally satisfactory, and in information and communication technology, the construction of a computer suite now provides a good quality resource for teaching and learning. Although the accommodation is adequate, it does have some limitations, for example, storage, and the space in the Reception class is very limited for the teaching methods needed for children of this age.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The very good leadership of the headteacher. • The good teaching. • The approachability of the staff. • The excellent community spirit. • The regular, good quality communication between school and home. • The 'enrichment weeks'. 	<ul style="list-style-type: none"> • Annual reports on pupils' progress to provide more detail of pupils' level of attainment.

Throughout the report, the findings of the inspection team reflect the parents' positive views. The team also agrees with parents that the overall quality of reporting needs to be improved to bring it all to the standard of the best.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Test results in 2000, the last year for which comparative figures are available, showed that standards had continued the decline of the past two years for seven and 11-year-old pupils. Attainment for seven-year-olds in both reading and mathematics was below the national average, and, in writing was it was well below. When compared with similar schools, although reading remained below the average, both writing and mathematics were well below average. The results for 11-year-olds in English, mathematics and science, were was well below the national average. When compared with similar schools, standards were very low and in the bottom five per cent of schools. However, there were a high number of pupils with special educational needs in that year group. With the exception of science, girls out performed boys. The proportion of pupils attaining the higher levels was also well below average, with the exception of reading at Key Stage 1.¹ These figures are a matter of concern as pupils enter school with broadly average levels of ability. Standards at the end of Key Stage 2 have fallen significantly, and over time, improvement has been below the national trend.

2. The current work in pupils' books, and the results of the most recent test results, although not yet confirmed, show a significant improvement over the results for the previous year. Work in English is now at average levels, and in mathematics it is above average. The introduction of the National Literacy Strategy and National Numeracy Strategy is having a positive impact on raising attainment. However, the school was later than other schools in starting the National Literacy Strategy and is having to work very hard to make up for lost time. Only science remains below the average levels expected for pupils aged 11. This is mostly due to a lack of subject knowledge by some teachers and to the pupils having insufficient experience of investigative and experimental work over time. However, for seven-year-olds, standards are now above average in reading, writing, mathematics and science. Standards in science are improving at both key stages although they are still too low by the time pupils leave the school at 11 years of age.

3. The school has set appropriate targets for improvement and is making good progress towards them. The analysis of national and other test results by the headteacher is now providing the school with good quality information which is being used well to modify the curriculum and target teaching and learning. The policy for more able pupils and teachers' understanding of their needs are developed well in English, mathematics and science as planning now makes clear reference to work aimed at different ability levels in each topic. This enables teachers to be clearer about appropriate extension activities for higher attaining pupils, although there are still aspects of investigative science and information and communication technology that do not fully challenge the oldest pupils.

4. By the time they are seven and 11, pupils' speaking and listening skills are good. Across the school, pupils are given many opportunities to develop these skills in a variety of situations. For example, pupils at Key Stage 1 sit in a circle and talk about what movements a mobile toy might make, whilst older pupils at Key Stage 2 take part in a debate where they prepare and perform talks to support and oppose the closure of a village post office. Pupils are taught to listen carefully and to respect what others have to say. As a result, they feel confident to express their ideas and feelings openly.

¹ Key Stage 1 includes Years 1 and 2: Key Stage 2, Years 3 to 6.

5. In Year 2 and Year 6, pupils attain good standards in their reading. This standard has been maintained since the last inspection. The teaching of reading is well planned and effective, and the decision to have a separate guided reading time outside the literacy hour has worked well. This ensures that all classes have a dedicated reading time, which can be monitored and supported. The importance of regular reading and the enjoyment of books are promoted well by the school and reading at home is an important part of the school's approach to homework. In Year 2, most pupils enjoy books and stories and several read accurately and expressively from a range of fiction and non-fiction books. Many are confident in using reading skills, for example, alphabetical ordering to find information or locate words in a dictionary or encyclopaedia. In Year 6, pupils appreciate a wider range of texts and many are developing a good understanding of the work of different authors and genre. Higher attaining pupils talk in depth about books they have read and express their preferences about different styles.

6. In Year 2, pupils achieve above average standards in their writing but for pupils in Year 6, standards are average for their age. At both key stages, pupils write for a range of purposes and writing is used to develop work done in other subjects. For example, pupils write about 'I saw the Fire of London', 'How to care for your pets' and 'The Water Cycle'. Pupils make appropriate reference to the rules of grammar in their writing. At Key Stage 1, most pupils use full stops and capital letters appropriately, whilst some pupils at Key Stage 2 use headings, sub-headings and paragraphing to organise their work. The teaching of writing has been an important priority for the school. Good work has been done on analysing reasons for the underachievement of boys in particular, and targeting improvement. This work has been successful in addressing the previous variation in the attainment of boys and girls. Handwriting and presentation, however, are a weakness.

7. Across the school, the strategies for teaching literacy are good and pupils achieve well. Teachers have a clear understanding of the National Literacy Strategy and their planning and lesson organisation follow the recommended formats. The decision by the school to organise separate guided reading times has been effective. Although some planned links are made between work in the literacy hour and writing done in other curriculum areas, these are not sufficiently well developed.

8. Standards in mathematics are improving, particularly since the previous inspection. A number of factors account for this improvement, not least the successful introduction of the National Numeracy Strategy and the school's commitment towards driving up standards. The evidence confirms that pupils of all abilities, including those with special educational needs are making good progress. The mental mathematics session has had a strong impact throughout the school. In Year 6, good, imaginative teaching enables the pupils to recall number facts quickly and accurately and a healthy competitive edge to the session encourages pupils of all abilities to improve their skills. However, there is less evidence of mathematics being used widely across the curriculum.

9. Standards in science have declined since the previous inspection. However, there is now a greater emphasis on investigative and experimental science throughout the school, which is bringing about improvement, although this is not yet effective in all classes. At Key Stage 1, pupils are achieving well. Pupils in Year 2 follow instructions about how to find things out and make detailed observations but they do not ask enough questions or suggest ways of finding answers. However, pupils' development of all aspects of scientific knowledge is rapid in Year 2. Standards for pupils in Years 3, 4 and 5 are as expected for pupils of this age. For pupils of 11, investigative skills are below average although many attain average standards in scientific knowledge. Pupils do not achieve as highly as they could and there is little attainment at higher levels. They are unfamiliar with planning their own approaches for finding answers, and when investigating, pupils are only just beginning to take some responsibility for their own work. Although pupils in Year 2 understand how to

make a fair test and use mathematics well when measuring, recording and analysing results, those in Year 6 do not use mathematics sufficiently well when collecting and interpreting their own results. This limits their ability to draw conclusions and search for patterns.

10. Good planning and effective timetabling of the new computer suite are raising standards in information and communication technology. Attainment for seven-year-olds is above average, but older pupils, in particular, are having to make up a lot of lost time and standards are below those reached by 11 year-olds in most schools. Pupils do not achieve as well as they should for their age. Attainment in all other subjects is as expected of pupils of seven and 11, with the exception of geography, where standards have declined and are now unsatisfactory. No judgement was possible for physical education because of the school's timetabling arrangements.

11. Assessment of children when they enter the school shows that attainment is broadly average, although many children begin the Reception year with poorly developed skills in speaking and listening, writing, and personal independence. By the time they are ready to begin compulsory education in Year 1 the majority of the children achieve very well and attain all the Early Learning Goals.² Indeed, many children exceed them. This is as a result of very good teaching and close observation of how the children are learning. Children's personal, social and emotional development is good. Personal responsibility and initiative are a high priority for the teacher and are reflected in the children's ability to work, often for fairly long periods, to complete specific tasks.

12. High standards are being achieved in communication, language and literacy. The children communicate with each other, their teacher and with visitors in a fluent and confident way. They listen carefully to instructions and can express their views and opinions clearly, making useful contributions to class discussions. The children can identify the significant features of a book; for example, the title and the author, and they are beginning to enjoy the pleasure of a good story, whether it is read to them, or they are reading or recalling it themselves. A good understanding of phonics has been developed. The standard of reading is high and there is a wealth of good quality books and material to stimulate their interest and enjoyment. Reading books are introduced at the appropriate time and children are keen to share them with visiting adults.

13. Mathematics is well taught, and by the end of the Reception year most children are on course to exceed the Early Learning Goals for this area of learning. A good selection of apparatus is used to reinforce the concepts, and the various displays with a mathematical theme confirm that this process is actively pursued all the time. The National Numeracy Strategy has been introduced and the children clearly enjoy the structure of the lesson. This was very noticeable during an oral introduction to a lesson where the children were actively involved in a quick-fire session doubling numbers within ten.

14. In the other areas of learning, children are provided with worthwhile activities to develop their understanding of the world in which they live, their creative and physical skills. All the children are developing physical control through practising writing patterns and letter formation, or using modelling materials to develop their manipulative skills. They take pride in their work and enjoy sharing it with adults and the rest of the class.

15. Pupils with special educational needs make satisfactory progress overall. However, this is not consistent throughout the school and although progress is satisfactory at Key Stage 2, it is unsatisfactory at the start of Key Stage 1. Pupils who have special educational

² These are in the areas of learning that include personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development that children should attain by the end of the Reception year.

needs are generally well catered for in most lessons. However, where work is not suitably matched to their needs and the small steps these pupils need to take are not always clearly identified, they do not make the progress they should. Pupils' individual educational plans also vary in quality from class to class and often do not show the small steps needed in reading and writing. Pupils' progress improves as they move through the school because the lower attaining pupils are provided with very well matched work in reading and writing during the additional literacy support work. However, those who are well below average in literacy are not making enough progress because the steps in reading and writing are not always small enough for them. The pupils who have English as an additional language are suitably fluent and require no additional support.

Pupils' attitudes, values and personal development

16. Pupils' attitudes, behaviour, personal development and relationships with each other and adults are strengths of the school and make a very good contribution towards promoting their attainment and progress. This conclusion reflects the widespread views of parents and shows an improvement since the previous inspection. Parents state that their children enjoy school. The attendance of the pupils is also very good.

17. Throughout the school, the pupils' attitudes towards learning are very good. They concentrate well and show interest in what they are doing as was seen particularly in a Year 2 mathematics lesson investigating patterns with whole, half and quarter turns. Year 3 pupils were very keen to contribute to the class discussions when planning the opening to a story during a literacy lesson. In the Reception class, the children work and play together in a tolerant and easy way, sharing the equipment and activities without either argument or dissent. The efforts of others are genuinely applauded and the children accept suggestions from others as easily as they offer their own. Classroom routines are well established and children move from one activity to another, often without direct reference to the teacher who, nevertheless, monitors their progress very carefully indeed. This development of personal responsibility and initiative is a high priority for the teacher and is reflected in the children's ability to work, often for fairly long periods, to complete specific tasks.

18. Pupils in all years settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. At the start of a literacy hour investigating compound words, Year 4 pupils came promptly into class after break, sat on the carpet and listened carefully to the teacher's introduction. The pupils in the Reception year show maturity. When making a sandwich, they demonstrated they could work together well and handled equipment carefully and sensibly.

19. Pupils behave very well in the classroom, at play and lunch times. They are open, well mannered, polite to adults and to each other, courteous and welcoming to visitors. They move around the school in an orderly way even when not supervised though the youngest occasionally run. They wait patiently for their classmates when changing for physical education lessons and for other classes when going to and from their rooms for assemblies. They show respect for property, for example, when using the computers and take care collecting and putting away equipment during other lessons. The pupils could not recall any instances of bullying or aggressive behaviour.

20. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom, they respect each other's space when sitting closely together on the carpet. Even amongst the youngest children in the Reception class they do not interfere with each other's work when working closely together. During a history lesson, Year 5 pupils organised themselves into pairs very quickly in preparation for holding a quiz to check on their understanding of an earlier lesson. There were no arguments in other

lessons when the teachers decided on the pairs themselves. They know how to take turns, putting their hands up to answer questions as, for example, in a Year 1 personal and social education lesson on the value of friendship. Boys and girls and pupils from different ethnic and cultural backgrounds work together very well when doing group work in the classroom and when playing at break and lunch times.

21. The pupils' personal development is also very good. During a debate on the effects of the closure of a village post office, the Year 6 pupils showed that they understood and could represent the views of different groups of people in the community. They were also very willing to let others contribute ideas. During lessons, pupils in all year groups freely move round the classroom to find equipment or materials. Pupils respond well to different tasks both within the classroom and outside. Class captains behave responsibly with duties such as collecting and delivering the registers. All pupils, including the youngest, were willing to contribute to discussions in the school council and made sensible and appropriate comments. Older pupils show great care when supporting younger ones at breaktimes or in the dining hall. Since the last inspection, the school has increased the opportunities for developing research skills. Pupils are learning to work independently both from the research they do for homework and seeking information in school from the library.

22. Attendance is very good. Last year, it was well above the national average at 96 per cent. Absences are usually due to the inevitable childhood illnesses, although a number of parents still take their children on holiday in term time. Unauthorised absence is well below the level of most schools and reflects the efforts of the school to obtain explanations from parents. Pupils are keen to come to school and, apart from one or two children, lateness is rare. The excellent arrangements in the morning whereby pupils come into the classroom and are settled before the formal start time mean that the school day begins very promptly.

HOW WELL ARE PUPILS TAUGHT?

23. Although the proportion of satisfactory or better teaching, at around 97 per cent, is similar to the findings of the previous inspection, the proportion of good and very good teaching has doubled, to almost 60 per cent of the lessons observed. This is a significant achievement, much of it due to the teachers' own commitment to improvement, but also because of the high expectations and rigorous monitoring of the headteacher. Classes are well managed and pupils get a lot more from their work. This is now being seen in the improved standards attained by pupils across the school.

24. Although good teaching is seen in virtually every class, the most consistently good teaching is seen in the Reception class, Year 6; and by the permanent teacher in Year 2. Where these lessons stand out is in the quality of preparation to ensure clear learning intentions, and in the detailed planning that caters for pupils of all levels of attainment. In the Reception class, very good, and occasionally excellent teaching makes close links between all of the areas of learning for children in the Foundation Stage. The careful use of correct vocabulary and good questioning during a mathematics activity for the Reception children kept them all actively involved, and by varying the approach, kept the pace of the lesson brisk and children's interest high. Similar characteristics can be seen in investigative science lessons in Year 6. Pupils respond well to good teaching, and this can be seen in the way they listen to the teacher or each other, and in how they contribute to discussions.

25. Where teaching is unsatisfactory, or where there are weaker aspects of otherwise satisfactory teaching, it is due to the work not being sufficiently accurately matched to pupils' learning, particularly the lower attaining pupils, for example, in a Year 1 English lesson. However, in the very small minority of lessons seen that were not satisfactory, no general picture of weaknesses in teaching emerged.

26. Throughout the school, one of the noticeable characteristics of all classrooms is the good relationship between teachers and pupils. Teachers expect pupils to have good attitudes to their work and pupils respond by working hard and contributing to lessons. A science lesson in Year 6 investigating the way in which buttercups grow was a good example of this. Having set up the task, the teacher gave the pupils a high level of responsibility for organising their own learning and they rose to the challenge.

27. Teaching in English and mathematics is good. Teachers have a good understanding of the national strategies for literacy and numeracy, and plan and prepare well for these lessons. The teaching of basic skills such as reading and writing is improving, although not as quickly in writing as reading. Teachers are improving their own skills and knowledge and these improvements can be seen in subjects such as music and information and communication technology. However, in information and communication technology the impact of this on pupils' attainment has yet to be felt right through the school. Teaching in geography is unsatisfactory and where there are still some weaknesses in teachers' own skills and knowledge in subjects such as art, pupils' progress through the school is not consistent.

28. Planning is generally good, and for most lessons, the learning intentions are clear and helpfully shared with the pupils. Teachers regularly refer to them during the lesson to keep pupils focused on the task in hand, and return to them at the end of the lesson so that they can evaluate pupils' level of understanding. Teachers mark pupils' work regularly and although this is always supportive of pupils' efforts, it is not consistent throughout the school. The best marking is very effective and clearly identifies what pupils need to do to improve their work, but not enough is at this level or relates clearly to the learning intention for the lesson. Pupils who have special educational needs are generally well catered for in most lessons. Individual education plans are appropriate, but occasionally where work is not suitably matched to their needs, they do not make the progress that they should.

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

29. Overall, the quality and range of the curriculum are good, particularly in the Foundation Stage, and have been maintained since the previous inspection. All subjects are taught in line with the National Curriculum requirements. The curriculum is appropriately broad and is made relevant to pupils' everyday lives; for example, work done in Year 4 on rubbish collection and recycling in school, and pupils in Year 6, learning about the forthcoming General Election. There have been further improvements for children in the Foundation Stage since the previous inspection, when provision then was judged to be good. For all pupils, the well-organised and imaginative 'Focus Weeks' provide good opportunity for a further broadening of the curriculum.

30. Provision for pupils' personal and social education is good. Sex education and drugs awareness are taught both through science, and with the support of external agencies. The school's work is based on a clear policy statement and includes the very good 'Golden Goals' initiative. These are half-termly themes, which have included aspects such as good manners, active listening and being a good friend. These become the focus of the school's work, and pupils' achievements in these areas are noted and celebrated through the award of gold badges and merit awards. This promotes pupils' personal development well. A shortcoming in this area is that, although separate overall topics are identified for each class, there is no detailed curriculum to support teachers in their planning. Provision for homework is sound across the school.

31. The curriculum is now well planned. Subjects are identified on a curriculum grid for the year, and these are broken down further into clear termly sections. Teachers' termly plans

show the learning intentions and the activities to be followed. Short-term plans are also detailed and helpful. This development has successfully addressed part of a key issue from the last inspection, which identified the need to provide a full range of schemes of work across all subjects. There is a satisfactory policy for more able pupils and a co-ordinator for more able pupils has recently been appointed; this is a developing area. Teachers' understanding of the needs of higher attaining pupils is developed well in English, mathematics and science as planning now makes clear reference to work aimed at different ability levels in each topic. This enables teachers to be clearer about appropriate extension activities for higher attaining pupils, although there are still aspects of investigative science for the oldest pupils that are not sufficiently developed. The school recognises that pupils have a range of talents, for example, in sport and ballet. This approach has helped to raise standards in those subjects and has started to address another aspect of the key issue at the previous inspection.

32. Although the school was later than most in beginning the National Literacy Strategy, it has been introduced well. Teachers are now confident with the structure of the literacy hour and teach it effectively. This has had a positive impact on the recent improvement in standards in English, although handwriting is not sufficiently well planned into everyday teaching. The National Numeracy Strategy is being implemented very well. The teaching of numeracy skills is very effective and this is being reflected in the good standards achieved across the school. However, the use of literacy and numeracy in other subjects of the curriculum is not planned well enough.

33. Curricular provision for pupils with special educational needs is satisfactory overall. It is very good for Reception pupils because the steps in reading and writing are very well matched to pupils' previous skills. Provision for the below average pupils in literacy in Years 3 and 4 is also very good. The additional literacy support curriculum is very well matched to pupils' attainment because the curricular guidance is very thorough and the steps in reading and writing are carefully covered. The amount of extra support is generous, and very regular, and this is raising these pupils' attainment in reading and writing. However, the curricular guidance in literacy for pupils with special educational needs at the start of Key Stage 1 does not help the teachers to teach the very small steps in reading and writing that these pupils need. Unlike the additional literacy support sessions, there are no extra group sessions for these pupils in literacy, although classroom assistants often provide effective support within lessons following the activities planned by the teachers.

34. Provision for extracurricular activities is good. This was also the judgement of the previous inspection. Pupils are able to take part in a wide range of activities. There are sports clubs for football, cricket and netball, and some pupils have the opportunity of taking part in inter-school competitions. The school also runs a drama club, art club and an environmental club. Boys and girls from Key Stage 2 meet to prepare for an annual country-dance festival held at Wells Cathedral. Pupils from Key Stage 1 prepare their dance for the summer fayre, and they take part in the 'King's Kids' Christian activity group. The curriculum is also enhanced by a good range of visits made by pupils and visitors to the school. Pupils from Years 6 and 4 take part in annual residential visits to nearby outdoor and activity centres, and visits are made to local places of interest such as the British Empire museum at Bristol.

35. As at the time of the previous inspection, there are good links with other schools and the wider community, helping to contribute to pupils' learning. Connections with the local churches result in the pupils attending several services during the year and the vicar leads class assemblies regularly. There are concerts and social events held both in the school and in the adjoining village hall for local people. The pupils also contribute locally to village events such as art and garden show and further afield such as country dancing at the Wells festival. The pupils benefit from many visits to places of interest in the surrounding area.

Local businesses are supportive, for example, sponsoring the creation of the secret garden and donating items for raffles.

36. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The very good provision for pupils' social development identified at the last inspection has been maintained and provision for pupils' spiritual, moral and cultural development has been improved.

37. Provision for pupils' spiritual development has improved since the time of the previous inspection and is now good. This has been achieved as a result of developing the concept of the 'healthy school', through which teachers have been encouraged to use wider curricular opportunities to promote pupils' spiritual awareness. It is done very well in the Foundation Stage as children show joy and wonder as they explore the world about them, and as pupils at Key Stage 2 consider the rich variety of life forms in the school's secret garden. Collective worship promotes pupils' spiritual awareness well. Playing appropriate music as pupils enter the hall, the use of spiritual songs and Christian prayers, and also by the attractive school hall itself, which gives a sense of occasion and value to the assemblies, all create a spiritual atmosphere. The school is also an important part of the worship life of the local community. Pupils contribute to services held in the parish church and the school is part of the community prayer chain.

38. Provision for pupils' moral development is very good. Pupils have a clear understanding of right and wrong and they are aware of the rewards and sanctions that may be applied. The school works hard to promote positive moral values. For example, at the entrance to the school, pupils and visitors are challenged by the question "*How are you feeling?*" This is illustrated by the pupils' artistic impressions of qualities such as sadness and anger. In several corridors and public places within the school, pupils have drawn pictures of themselves and their friends and included a short comment on what friendship means to them. Positive attitudes are promoted well through the "Golden Goals" initiative. Here, important qualities such as friendship and caring for others are whole-school 'goals' for each half term and everyone is encouraged to think about them and find ways of meeting them. Across the school, pupils are encouraged to consider issues such as pollution, the use of resources and their own environmental area. All members of the staff team encourage and support pupils' moral development. Adults treat pupils fairly and consistently and provide a good model for pupils to follow. Pupils' self-esteem is promoted well by the way in which all staff value their work and their achievements.

39. The provision for pupils' social development is very good. The school is very successful in securing a strong sense of purpose and community. The 'school council' provides good opportunity for pupils to represent their classmates, and the reports of recent meetings indicate a mature and perceptive level of discussion about important school issues. These reports are treated seriously and respectfully by the headteacher. Pupils take on areas of responsibility within each class and the whole school. Each class is involved in agreeing appropriate rules and pupils act as class and school monitors. A recent introduction has been the creation of the 'Sunshine Patrol'. This group of four junior pupils has the responsibility of seeking out those who are in need of a friend or support at playtime. This responsibility is undertaken conscientiously. Social interaction is encouraged with peers, teachers and other adults as pupils attend the several after-school club activities. Pupils also have responsibility of playing in teams and represent the school as they take part in football and netball matches with other schools. Pupils' social skills are developed well, for example, through the opportunity provided for Year 4 and Year 6 to attend local residential centres. Pupils' wider social responsibility is developed as they support several national and local charities and distribute house gifts to the senior citizens in the village.

40. Provision for pupils' cultural development is good and is an improvement since the previous inspection. Pupils are made well aware of the culture of the local community as they take part in local activities. They have designed and constructed two bird tables as part of a Mendip Arts Project, and show their work in the village Art Society exhibitions. Members of the local community visit the school, for example, to prepare entries to the fire-sculpture procession and the local Millennium tapestry. Several village organisations use the school's indoor and outdoor facilities. The school's 'secret garden' is developed as a community resource. Pupils' appreciation of other cultures is particularly well developed through the whole school 'Focus Week' which seeks to broaden pupils' awareness of different themes. The recent multicultural week involved visitors such as Indian shadow puppeteers and a storyteller sharing stories and cultures of other faiths. Pupils are also involved in visiting a nearby Hindu temple, the British Empire Museum in Bristol and an Aboriginal exhibition.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Staff show great concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. The procedures for assessing pupils' attainment and progress make a satisfactory contribution to raising pupils' achievement and teachers make appropriate use of this information to guide the planning of the curriculum.

42. Overall, the school has good procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. The staff have received guidance on how to deal with any situations that may arise and know who to report to in the school if necessary. The provision for first aid is good with several trained staff, records kept of any treatment and letters or telephone calls home to parents as appropriate. A health and safety risk assessment took place last year and the Local Education Authority was satisfied when it carried out a recent review of procedures. The governors are actively involved in touring the school to identify any potential hazards. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. The school regularly reminds parents to exercise care when bringing and collecting their children. Most parents were seen to drive their cars sensibly, but some insist on obstructing the roadway outside the school entrance creating difficulties for the school bus driver.

43. Since the last inspection, the quality of assessment and analysis of data has been maintained and, in some key areas, improved. Very soon after the children enter the school at the Foundation Stage they are assessed using a baseline procedure designed specifically for this age range. This process is now well established and provides a precise insight into the development of each child to enable the teacher to plan activities that meet the needs of individuals. Before starting school, the parents and teacher meet and the information from both sources enables the teacher to build up an accurate profile of the children.

44. Since the appointment of the new headteacher, assessment has been given a higher priority. Procedures are now in place to monitor closely the effectiveness of the teaching and the progress made by the pupils. This is having a positive impact on teachers' planning, particularly in the core subjects of English, mathematics and science. The headteacher and governing body decided that improvements in standards in these subjects were of the highest priority and that the emphasis in assessment should be directed towards these subjects first of all. The decision has been justified and the school is now starting to translate these good assessment procedures to the other subjects. This development is at an early stage and for most of these subjects the school does not yet have a consistent approach for recording information gained from assessment. Teachers are mostly using a

template provided within a published scheme of work. This is a weakness. However, subject co-ordinators are aware that the current procedures do not provide a systematic method to identify strengths and weaknesses, which support the next stage of pupils' learning. A marking policy has recently been introduced and is having a positive impact upon standards. Implementation is variable, however, and is not being followed in all subjects.

45. In both Key Stage 1 and Key Stage 2, the school makes very good use of the data from the end of key stage tests and also optional tests for pupils in Years 3, 4 and 5 to measure performance in reading, mathematics and English. The data is analysed methodically to provide the school with much useful information. This, in turn, helps the school, and the individual pupil, to set appropriate targets for the future. All assessments, starting with those made in the Foundation Year, are maintained in a record of personal achievement, which accompanies pupils throughout their time in the school. The teachers also regularly examine samples of pupils' work to determine the levels attained, for example, in English.

46. The procedures for monitoring and supporting pupils' personal development make a satisfactory contribution to raising pupils' achievement. They are less structured than those for academic progress and rely mainly on the teachers' knowledge of the individual pupils. Nevertheless, the teachers keep notes at least every term and discuss pupils' personal qualities with parents at the open evenings. The school uses a variety of initiatives to develop positive attitudes in pupils, including the various tasks they have around the school. The personal and social education programme effectively focuses on 'golden goals' each half term with themes such as good listening or co-operation. During the inspection, the inspectors saw many references to the current theme of friendship with many related examples of pupils' work and discussions in assembly and the classroom. Merit awards in the classroom and at a weekly assembly encourage pupils to recognise the value of good work. The school works hard to ensure that all pupils are supported. One example of this is the way that all pupils in the school are taught to understand sign language so they can interact with a pupil who relies upon that method of communication.

47. The procedures for promoting discipline and good behaviour are very good. Class and school rules are discussed with pupils at the beginning of the year and are displayed in classrooms to be referred to necessary. A summary of the behaviour policy has been sent to the parents. Pupils were able to quote examples of what they should and should not do. The inspectors saw good instances in lessons of teachers ensuring that the pupils understood how to behave. The school is prepared to listen to and consider the ideas of pupils. For example, the comments from the school council about some rough play at lunchtime led to the introduction of the yellow card/red card system to monitor this. Their comments about some pupils being lonely in the playground led to the 'Sunshine Patrol' of pupils prepared to look after them. Though neither the parents nor the pupils could recall any instances of bullying or racism, the school has appropriate systems in place, should this occur. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special needs system.

48. The procedures for monitoring and promoting attendance and punctuality are good and show improvement since the previous inspection. The keenness of the pupils to come to school and the good relationships with parents result in little absence. Through the newsletter, parents are reminded of the need for regular attendance and the importance of arriving on time, and parents are discouraged from taking holidays in term time. Any unexplained absence results in a telephone call or note home on the first day. The school has a good links with the education welfare service who becomes involved with the families if necessary. Punctuality is maintained with the excellent arrangements at the start of the day. The school secretary maintains a record of pupils arriving after the register is closed or

who leave before the end of the day. Nevertheless, the school does not regularly monitor the overall level of attendance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Their responses to the questionnaire and comments at the parents' meeting before the inspection showed that parents are very pleased with all that the school does. The inspection team supports all of their positive comments, which are similar to those expressed at the time of the last inspection. Parents say that the school is well led and the teaching is good. Their children like coming to school and make progress from the level of support they receive. They are expected to work hard, and the school helps them to become mature and responsible. The school works closely with parents and they feel comfortable about approaching the school with any questions. Some doubts were expressed about the amount of homework but the inspectors concluded that the homework is set appropriately. A few parents also feel the school does not work closely with them, although the inspectors conclude that the school provides very good opportunities for parents to meet teachers and encourages them to become involved.

50. The school has established very good and effective links with the parents. Newsletters are sent home twice a term and provide general administrative information as well as, for example, encouraging good attendance and outlining the behaviour policy. Each half term class teachers send details of what they will be teaching, and for most classes, how parents can help at home. Other letters refer to more specific matters. The school also holds information evenings about various areas of the curriculum, national testing arrangements and other aspects of education. Every morning and afternoon provides a very good opportunity for parents to see the teachers. The inspectors saw several conversations taking place at these times; it is apparent that parents feel very welcome to come into the school. The parents were actively involved in devising the home school agreement.

51. A few parents feel that they are not well informed about the progress of their children, although most are satisfied with the amount of information provided. The inspectors generally support this latter view, although the reports at the end of year are inadequate. The annual report on progress is sent home in the summer term. For children in the Reception class, this is very good. However, the quality varies in the other classes: in some classes, it provides a reasonable summary of what the pupils know and can do whilst, in others, it is unsatisfactory and concentrates only on what the pupils have experienced or their attitudes. The school plans to reconsider the content of the reports. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.

52. Parents' involvement with the school makes a very good contribution to its work and to the attainment of the pupils. Pupils are happy in school and work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. Reading books are taken home regularly and some of the reading records were seen to include useful comments by parents. Almost all parents come to the formal meetings with teachers to discuss their children's progress and help to set targets for the following term. The parent teacher association is very supportive in arranging both fund-raising and social events including ones for the benefit of the pupils. Parents come to help in the classroom on a regular basis and many more are willing to help on trips out of school. Teachers guide parents on how to help in school and, during the inspection, they were seen to make a positive contribution to the pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher provides excellent leadership, and is responsible for the clear focus on the aims of the school. She has worked hard to raise the attainment in the school over the last two years after a period of decline. There has been a significant change to the teaching staff since the previous inspection with the appointment of a new headteacher and four teachers, two of whom were newly qualified when they joined the school. During this time, the headteacher has successfully produced a unified staff with a strong commitment to improving standards. She is well supported by the senior management team and governing body and has the confidence of the parents.

54. Careful and rigorous monitoring of standards and the quality of teaching by the headteacher has produced significant improvements. The analysis of test results has identified strengths and weaknesses in teaching and learning, and action has been taken to address these. The impact of this can be seen in the greatly increased proportion of good or very good teaching now found in the school, and the significant improvement in attainment since last year. There are now effective systems for monitoring the performance of the school, and the introduction of a performance management system for teachers is strengthening these systems.

55. The governing body has an appropriate committee structure and is very supportive of the school. The chair of governors, although relatively new to the role, is well informed and knowledgeable. The governing body is now better informed than before, and there is evidence that they now take a much more active part in the life of the school, asking questions rather than merely receiving information. A more recent development is their role in monitoring the work of the school. There are links between specific governors and subjects of the curriculum, and the 'governor of the month' initiative is a very effective method by which they can monitor what goes on in school, keep themselves informed and provide help where necessary. However, procedures for the monitoring of standards generally are still at an early stage. The governing body meets its statutory responsibilities in relation to the teaching of the curriculum and acts of collective worship, and those obligations which influence the welfare and progress of pupils, and reporting to parents.

56. Procedures for producing the school's improvement plan involve all staff and the chairs of the governing body committees. When the objectives have been set and a draft has been produced, it is presented to the full governing body for discussion and final agreement. The issues for development are clearly listed in order of priority and are of a manageable number and the plan identifies the key people involved, the timescale and the cost implications. It appears regularly on the agenda of the governing body where its progress is discussed and objectives are reviewed.

57. The school's budget is efficiently managed by the headteacher and the school's administrative assistant, and supported through the Local Education Authority. The finance committee of the governing body monitors the figures regularly. Procedures are well established and a recent audit made a number of minor recommendations, which are to be discussed by the governing body at their next meeting. Funds provided through specific grants, for example, special educational needs, are used appropriately. Financial decisions are closely linked to school improvement and careful consideration is given to major planning and spending decisions, for example, the creation of a new computer suite. Appropriate attention is given to comparing costs and effectiveness to ensure best value for money and consulting widely where possible on major decisions.

58. The current staffing provides a good mixture of experienced and more recently qualified teachers. Teachers new to the school, and particularly those newly qualified, are well supported by the headteacher and mentors. Teachers are well deployed and there is a good balance of curricular expertise across the school. Co-ordinators are developing their role well, but there has been little opportunity for many of them to monitor their subject effectively over the last two years. However, the new school improvement plan includes the provision of time for this to happen. The good level of classroom support is used effectively and the learning support assistants contribute well to pupils' learning. The management of the school's provision for pupils with special educational needs is satisfactory overall and the management of the additional literacy support work is very good. However, planning for these pupils is often unsatisfactory where the small steps in learning that they need are not always sufficiently detailed. The school is very aware that its provision for pupils with special educational needs has weaknesses and is very concerned that there are large numbers of pupils on the register in Key Stage 2.

59. Resources are generally satisfactory for the requirements of the curriculum, and in information and communication technology, the construction of a computer suite now provides a good quality resource for teaching and learning. It is now raising pupils' attainment, but as this is relatively recent, standards at the end of Key Stage 2 are still below those expected for most 11 year olds. There are sufficient books to support literacy and an adequate variety of resources to support numeracy.

60. The school building is only eight years old, and although adequate, has some limitations, for example, storage. Most classrooms are of a suitable size for the numbers of pupils, although they require imaginative use of classroom space. The space in the Reception class is very limited for the teaching methods needed for children of this age. It is only through the very good management and organisation of the teacher that a full range of activities can be offered to these children. The teachers use the extensive grounds around the school effectively, and often imaginatively, to extend pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the school further, and raise standards to a higher level, the governing body, headteacher and staff should:

- **Raise pupils' attainment in science and in information and communication technology at the end of Key Stage 2, (particularly for higher attaining pupils). #**
(paragraphs: 2, 9,10, 27, 99, 101, 124, 126)
- **Raise attainment in the foundation subjects, particularly geography at Key Stage 2, by improving the quality of teachers' planning through better assessment and recording of pupils' progress. #**
(paragraphs :10, 27, 44, 116, 123, 135)
- **Improve the detailed planning for pupils with special educational needs to reflect the very small steps in reading and writing that these pupils need to make progress.**
(paragraphs : 33, 58, 88, 90)

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- Improving the quality of pupils' handwriting and presentation.
(Paragraphs: 6, 87)
- Planning more specifically for literacy and numeracy in other subjects.
(Paragraphs: 7, 8, 87, 98)
- Improving the quality of end of year reports to give parents a clearer indication of their children's levels of achievement.
(Paragraph: 50)

These issues have already been identified by the school and form part of their current school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	26	28	41	2		

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	208
Number of full-time pupils eligible for free school meals	N/a	22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	53

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	14
	Girls	12	12	11
	Total	20	22	25
Percentage of pupils at NC level 2 or above	School	69 (61)	76 (74)	86 (55)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	14	12
	Girls	12	9	10
	Total	22	23	22
Percentage of pupils at NC level 2 or above	School	76 (55)	79 (55)	76 (65)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	10	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	55 (71)	45 (54)	79 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	69 (67)	52 (58)	76 (92)
	National	70% (68)	72% (69)	79% (75)

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

Figures for the number of pupils attaining level 4 and above have been omitted because of the small number of girls in the cohort.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	169
Any other minority ethnic group	5

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)	9
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	200

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	411,076
Total expenditure	416,814
Expenditure per pupil	2,024
Balance brought forward from previous year	21,739
Balance carried forward to next year	16,001

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	1	1	0
My child is making good progress in school.	51	44	3	1	1
Behaviour in the school is good.	42	53	1	1	3
My child gets the right amount of work to do at home.	30	52	18	0	0
The teaching is good.	46	51	2	0	1
I am kept well informed about how my child is getting on.	35	47	13	4	0
I would feel comfortable about approaching the school with questions or a problem.	64	27	8	1	0
The school expects my child to work hard and achieve his or her best.	62	34	3	0	1
The school works closely with parents.	45	35	17	3	0
The school is well led and managed.	55	33	4	1	4
The school is helping my child become mature and responsible.	51	43	6	0	1
The school provides an interesting range of activities outside lessons.	19	56	8	3	13

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

61. There have been further improvements in the provision for children in the Foundation Stage since the previous inspection, when standards were judged to be good. The systems and procedures in place are well established and the overall very good teaching is having a positive impact on children's learning.

62. The children are admitted to Reception at the start of the autumn term during the year in which they become five. Initially, those children born between September and December start full-time and the remainder are part-time until the autumn half term.

63. Most of the children have already attended one of the local nursery schools. The class teacher visits these before the children's entry and the children make return visits to the school. Good liaison exists between the nursery school, the parents and the school.

64. Many children begin the Reception year with poorly developed skills in speaking and listening, writing and personal independence. This is confirmed by the initial assessments conducted with these young children. Through very good teaching and a close observation of how the children are learning, most of the children achieve very well and most are on course to attain all the Early Learning Goals by the time they are ready to start Year 1. Indeed, many children exceed these goals. The children respond very positively to the stimulating environment, caring atmosphere, high expectations of good behaviour and well-constructed curriculum. They achieve a good start to their school lives, which parents fully appreciate.

Personal, Social and Emotional Development

65. This is very good. There is an atmosphere of harmony in the classroom. The children work and play together in a tolerant and easy way, sharing the equipment and activities without either argument or dissent. The efforts of others are genuinely applauded and the children accept suggestions from others as easily as they offer their own. Classroom routines are well established and children move from one activity to another, often without direct reference to the teacher who, nevertheless, monitors their progress very carefully indeed. Teaching and learning are very good and the development of personal responsibility and initiative is a high priority for the teacher and is reflected in the children's ability to work, often for fairly long periods, to complete specific tasks. A good example of this was a child writing a postcard to a friend. Although challenging, the finished work included a short message, the address, and an appropriate picture on the reverse side.

66. The adults provide excellent role models for the children, always treating each other and the children with courtesy and respect. Following the train story, the children worked with the support assistant making sandwiches for a journey. Discussions about hygiene and healthy eating took place, followed by the practical experience of making the sandwich itself. A degree of collaboration was necessary to complete the task successfully.

67. Information and communication technology is introduced as soon as the children start school. They can give simple instructions to a programmable floor toy and know how to use CD-ROM. Information and communication technology is used effectively to support work in most areas of learning.

68. The class works as a team and this is perfectly illustrated at tidy-up time. In no more than five minutes, the classroom is returned to pristine condition with everyone playing a part. Personal development is promoted very effectively and helps prepare the children for learning in the wider school community.

Communication, language and literacy

69. High standards are being achieved. The children communicate with each other, their teacher, and with visitors in a fluent and confident way. They listen carefully to instructions and can express their views and opinions clearly, making useful contributions to class discussions. The wealth of opportunity in the classroom to broaden and improve speaking, listening and reading has resulted in the vast majority of children meeting all the Early Learning Goals, thus allowing them to express themselves clearly through speech and writing.

70. The literacy hour is now a part of a well-established routine. During the inspection the children were listening to a story entitled 'The Train Ride', which then became the focus of much of their work. During the story, the children were able to follow the text in a big book, referring to their own experiences as they went along. The children can identify the significant features of a book; for example, the title and the author, and they are beginning to enjoy the pleasure of a good story, whether it is read to them, or they are reading or recalling it themselves. Almost all the children understand the idea that print conveys meaning and that text is read from left to right.

71. The standard of reading is high and there is a wealth of good quality books and material to stimulate interest and enjoyment. Reading books are introduced at the appropriate time and children are keen to share them with visiting adults. There is good liaison between the teacher and the parents, who support the children, and the school, very well indeed. A good understanding of phonics has been developed through effective word, sentence and text level work, using a variety of sources in the classroom. This process is started as soon as a child becomes ready and it follows a well-established pattern. The children are developing pencil control through practising writing patterns and letter formation. They take pride in their work and enjoy sharing it with adults and the rest of the class.

72. The quality of teaching and learning is very good in language and literacy. Classroom displays are rich in language clues intended to reinforce learning, and a strong emphasis on language development is evident throughout the whole programme of work. The Learning Support Assistant works well with the class teacher and is used very effectively for teaching small groups. She is well briefed and assists the teacher in maintaining on-going assessments of individuals' progress.

Mathematical development

73. This area of learning is well taught and the quality of learning is good. Most children are on course to exceed the Early Learning Goals for mathematics by the end of the Reception year. The National Numeracy Strategy has been introduced and the children clearly enjoy the structure of the lesson. This was very noticeable during mental maths. The children were actively involved in a quickfire session doubling numbers within ten. They can count from/to given numbers within 30, sets of objects to ten reliably, and have a developing understanding of addition and subtraction of numbers to ten.

74. Children's mathematical concepts are reinforced effectively through using a good selection of apparatus, and the various displays with a mathematical theme confirm that this process is actively pursued all the time. During the inspection this link was made following the story of 'The Train Ride'. Children constructed trains fixing wooden wheels onto a board. This involved counting in addition to other physical skills, and pictures of trains were also made sticking coloured shapes together. The children are surrounded by mathematics and it helps them manage number and pattern as a natural activity.

Knowledge and understanding of the world

75. Environmental science is very strong in the Foundation Year, and most of the children are on course to exceed the goals for this area of learning. Teaching and learning are very good and the environment of the school is used well to develop children's understanding. The school grounds are rich in plants and animals, and the children have their own vegetables and flowers growing from seed. They create imaginative gardens using daisies, buttercups and other assorted materials, and the very youngest children make repeating patterns to illustrate borders. They can all describe their mini environments in close detail. Another group are making close observational drawings of unusual pebbles. They use a lens to study each pebble in detail. In water play, the teacher has introduced a mini habitat of rocks and fish, which is very popular and stimulating.

76. Elsewhere in the classroom the teacher has created a fruit shop. The children make a variety of fruit and vegetable out of salt dough, which is then displayed numerically on the wall. The children can talk about the changes that take place as the salt and dough is mixed and goes from sticky to hard. All the children are able to count how many bananas, apples and oranges there are on display.

77. The children have a good knowledge about where they live. On the 'train' theme once again, they created a journey of their own on the carpet, passing fields and farms containing well-known animals, trees and flowers, which they could identify.

Physical development

78. The immediate outside area is ideal for the imaginative development of play. A good range of large equipment enables the children to re-enact a train journey incorporating a road circuit as well. The amount of building, climbing, riding, running and balancing confirms that the children are confident using their bodies in many different ways. Tools are used sensibly. Children build models confidently using a variety of materials.

79. The quality of teaching and learning is very good. In a climate of growing independence, the children enjoy the freedom to test themselves within a secure and safe environment, and most are on course to exceed the Early Learning Goals in this area.

Creative development

80. This is another area of learning where children exceed the Early Learning Goals. Children are stimulated by the attractive use of displays and colour in the classroom. Teaching and learning are very good, and the planning of lessons ensures that they are introduced to as wide a range of activities and media as possible. The role-play area is transformed to meet the need of any particular theme, for example, the Snow Queen's Palace. String puppets are made and the children make up their own stories to act out. Using large wooden blocks, the children build a train and decide which characters they are going to be and where the train will go. They act out their stories very seriously but with enjoyment.

ENGLISH

81. In Year 6, standards seen during the inspection were average. In Year 2, standards were above average. These are substantial improvements on the test results from 2000, where standards at the end of Year 6 were well below average, and when compared with similar schools they were within the lowest five per cent of schools nationally. At Key Stage 1, standards in reading were below average, and in writing well below those in all and similar schools. The inspection's judgements are confirmed by the school's own recent assessment

of the attainment of these groups. The significant improvement made since 2000 is due in part to the fact that both the previous Year 2 and Year 6 groups had higher than usual levels of special educational needs. It is also a reflection of the effort that the whole school has put into raising standards. The effective implementation of the National Literacy Strategy and the targeting of writing across the school have caused this improvement. The school is returning to the standards achieved in 1997 and 1999 following a significant drop in 2000. The school's targets for pupils' attainment in the national tests in 2001 and 2002 are realistic, challenging and achievable.

82. Pupils achieve well as they move through the school. Pupils at Key Stage 1 continue to build on language acquired in the Foundation Stage and reach good all-round standards by the time they are seven. Progress at Key Stage 2 is sound with good standards generally, but the attainment of pupils in the current Year 6 is average. The achievement of boys in writing, which has been the main focus of the school, has improved. The achievement of pupils with special educational needs is sound at Key Stage 2, but at the beginning of Key Stage 1, the small steps these pupils need to take are not always sufficiently well identified.

83. In Year 6 and Year 2, pupils' standards of speaking and listening have been maintained and remain above average. Across the school, teachers identify good opportunities to encourage pupils' speaking and listening skills in a variety of situations. For example, pupils at Key Stage 1 sit in a circle and talk about what movements a mobile toy might make and younger pupils at Key Stage 2 discuss the meanings of the words and what might happen next from the extract "The Raft." Pupils are taught well to listen carefully and to respect what others have to say. For example, older pupils at Key Stage 2 took part in a debate where they prepared and performed talks to support and oppose the closure of a village post office. Teachers manage discussions well and clearly value pupils' response, so that they feel confident to express their ideas and feelings openly. Several pupils have good general knowledge and are keen to share what they know with others in the class.

84. In Year 6 and Year 2, pupils attain good standards in their reading. This is also a strength, which has been maintained since the last inspection. The teaching of reading is well planned and effective. The decision to have a separate guided reading time outside the literacy hour has worked well. This ensures that all classes have a dedicated reading time, which can be monitored and supported. This has helped to maintain high standards in reading across the school. The importance of regular reading and the enjoyment of books are promoted well by the school and reading at home is an important part of the school's approach to homework. In Year 2, most pupils enjoy books and stories and several read accurately and expressively from a range of fiction and non-fiction books. Many are confident with alphabetical order and can use this information to locate words in a dictionary or encyclopaedia. In Year 6, pupils appreciate a wider range of texts and many are developing a good understanding of the work of different authors and genre. Higher-attaining pupils talk in depth about books they have read and express their preferences about different styles. The importance of reading is emphasised by the attractive displays of books and book titles in the classroom and public places.

85. In Year 2, pupils achieve above average standards in their writing but, in Year 6, standards are average. Pupils write for a range of purposes. For example, older pupils at Key Stage 1 write their own diaries, they re-tell the story of Jack and the Beanstalk, and they write a rainbow poem. At Key Stage 2, pupils compile a list of ten things you might find in a bus driver's pocket, a police bulletin, and a factual writing about frogs. This helps pupils to appreciate the need for different writing styles for different purposes. In addition, writing is used to develop work in done in other subjects. For example, in history, pupils write about 'I saw the Fire of London', or in science 'How to care for your pets' and 'The Water Cycle.' Across the school, pupils make appropriate reference to the rules of grammar in their writing.

86. At Key Stage 1, most pupils use full stops and capital letters appropriately, while some pupils at Key Stage 2 use headings, sub-headings and paragraphing to organise their work. The main feature in limiting higher attainment in the current Year 6 is the level of special educational needs in that group. Several of these pupils have specific language difficulties, which limit their attainment in English. However, most are making sound progress towards their own learning targets. The teaching of writing has been an important priority for the school. Work on writing has centred on the introduction of class, group and individual writing targets. These are now clear and are obviously at the heart of the school's work. A positive feature of this initiative is the way that pupils understand their own targets, refer to them during lessons, and talk about them knowledgeably. Good work has been done on analysing reasons for the underachievement of boys, and targeting improvement. Effective planning ensures that writing and tasks are appropriately challenging for boys at each level. This has been successful and the inspection's findings indicate there is now no significant variation in the attainment of boys and girls across the school.

87. Across the school, the strategies for teaching literacy are good. Teachers have a clear understanding of the National Literacy Strategy and their planning and lesson organisation follow the recommended formats. The decision by the school to organise separate guided reading times has been effective. This has enabled a clear and well-directed focus to be given to the development of reading skills across the school. Although some planned links are made between work in the literacy hour and writing done in other curriculum areas, these are not sufficiently well developed. For example, the overuse of photocopiable worksheets in geography that require little of pupils in the way of writing limits opportunity for the development of pupils' own recording skills. A relative weakness at both key stages is the lack of opportunity for sustained writing and the insufficient use of interesting and imaginative vocabulary in pupils' creative work. Spelling is usually accurate. Overall, the development of handwriting skills is unsatisfactory. Classes have regular handwriting practice and this is usually done well. However, the skills being practised are not consistently transferred to pupils' ordinary classwork and the handwriting of most pupils is not always well formed nor in a consistently joined script. This spoils the presentation of some work and limits its impact. The school has recognised this as further area of development, and is to make clearer and stronger links between writing in literacy and writing in other curriculum areas.

88. The overall quality of teaching and learning is good at both key stages and has been maintained since the previous inspection. Although it is more variable at Key Stage 1 than Key Stage 2, which is consistently good. Several features of very good teaching were observed in a literacy lesson in Year 2 where a small group of higher attaining pupils was withdrawn from the main class. The pupils were immediately engaged in the lesson with some challenging word-building questions. They were encouraged to work with a partner to look for 'ee/ea' words and the teacher used pupils' errors well to emphasise different sound blends in words. The lesson was taught at a brisk pace, which secured pupils' attention and motivation. A Year 2 literacy lesson where pupils were considering the features of a glossary in a 'Big Book' on snails demonstrated effective teaching by cleverly linking together different aspects of pupils' language work to ensure that they made good all round progress. The class discussed word meanings and alphabetical order, they considered the way in which the glossary was compiled and arranged and then used this knowledge to write their own short and clear definitions to captions in their own snails book. Where teaching is unsatisfactory, the needs of the special education needs group are not satisfactorily met, work is not well matched to their ability and the support provided is insufficiently focused.

89. At Key Stage 2, a lesson to younger pupils illustrated several features of very good teaching. As they looked at an extract from the story of 'The Raft', pupils were challenged to consider the features of an effective opening to a story and also the kind of words, which

could be used to increase readers' awareness of tension in the story. The teacher was very confident, explained tasks very clearly, and developed a very good working relationship with pupils in the class. Another feature of good teaching was seen in a Year 6 lesson where pupils were given the opportunity of discussing issues with a partner before making considered written responses on their individual boards. Teachers manage the timings for individual parts of their lessons well and ensure that interesting vocabulary is highlighted and explored.

90. The quality of pupils' learning across the school is also good, although the learning of special educational needs pupils in Year 1 is not always effective. The skill of the teacher in settling pupils well to lessons, in encouraging their participation and commitment to what is being done, and in the positive way in which pupils' work and responses are valued, all positively encourage pupils' interest and motivation. Lessons are planned well. This ensures that pupils' learning is built progressively as they move through the school.

91. The English curriculum is well planned and fully meets National Curriculum requirements. The National Literacy Strategy has been implemented well. This has been a significant achievement, since the school was later than most to begin this and few procedures were in place before the current headteacher was appointed. The headteacher, who is also the literacy co-ordinator, manages the subject very well. She has ensured that priorities, especially in raising overall standards and the targeting of writing, have been at the heart of the school's work. The school's policy and documentation are satisfactory except that there is insufficient planned reference to the development of speaking and listening skills, and the approach to handwriting is inconsistently applied. The quality of marking is sound overall, but the best examples have helpful, developmental comments, which show pupils clearly how their work might be improved. Information and communication technology skills are beginning to be used to support work in literacy. For example, letters written by Year 5 pupils to school governors, and local councillors, were word processed and printed on computers. The co-ordinator monitors the quality of teaching and pupils' work well. This has contributed to the recent very good improvement in pupils' attainment. Resources for English, including those in the library are sound. Not all classes have their own fiction and non-fiction libraries and this is a weakness. The use of the reference library at the last inspection was poor, now it is sound, although opportunities for further use are underdeveloped.

MATHEMATICS

92. Pupils in Year 2 attain above average standards in numeracy and all other aspects of mathematics. There has been an improving trend in attainment and this finding represents an improvement in standards since the last inspection. The results from the 2001 end of key stage tests had not been published at the time of this inspection, but indications suggest that they will reflect the good standards seen in lesson observations and in the analysis of completed work. A number of factors account for this improvement, not least the successful introduction of the National Numeracy Strategy and the school's commitment towards driving up standards. Pupils of all abilities, including those with special educational needs make good progress in mathematics.

93. Although attainment has dropped sharply over the last two years, in the current Year 6, standards are above average, and are an improvement compared with the last inspection. The school had set challenging targets for improvement and early indications from the 2001 end of key stage tests suggest these have been achieved which is a significant improvement. Progress and attainment, including that for pupils with special educational needs, are good at this key stage.

94. At Key Stage 1, the quality of teaching and learning is broadly good and gives rise to

good progress. The previous report made a general statement about good teaching in the majority of classes in the school leading to satisfactory standards, but the evidence from this inspection confirms that the Numeracy Strategy has improved the quality of teaching, and also pupils' attitudes towards mathematics. On entry to Year 1, many pupils are already at Level 1 of the National Curriculum, above the level expected for pupils of this age. They can read, write and order numbers to at least 30 and are mentally very agile, counting backwards and forwards in odd and even numbers. In Year 2, the pupils responded very well to an imaginative mental mathematics session involving the four rules of number being practised against the clock. Repeating patterns was the main focus for the lesson. Pupils of average ability and below understood clockwise and anti-clockwise movements and moved objects in half, quarter and three-quarter turns. The success of this lesson derived from imaginative and enthusiastic teaching based on clear learning objectives within detailed planning, and was well supported by an assistant who was fully involved throughout.

95. At Key Stage 2, the quality of teaching and learning is good and promotes good progress. The last report stated that satisfactory standards of attainment derived from good teaching, but the evidence of this inspection indicates that mostly good teaching, supported by the National Numeracy Strategy, has resulted in an improvement in standards overall. The mental mathematics session at the start of each lesson has had a strong impact throughout the school. In Year 6, good, imaginative teaching enables the pupils to recall number facts quickly and accurately. There is a healthy competitive edge to the session, which encourages pupils of all abilities to improve their skills. One of the learning objectives for Year 6 was to approximate the answer of a multiplication sum involving tens and units, and then work this out on a double grid. The pupils accomplished this at their own particular levels of ability and, in the plenary session at the end of the lesson, were then asked to match similar sums to answers, which were written on the board. This was a good challenge, which thoroughly tested the pupils' understanding of the concept.

96. In Year 5, pupils were solving problems in a similar way but using practical situations and money. The higher attainers were working on double grid multiplication sums and the average and below on single grids. In all instances, the planning matched the ability of the pupil very well and extension exercises were available as the need arose. In Years 3 and 4, the pupils were learning about symmetry and how to judge and measure the distance that a shape lies from the mirror line. The younger pupils could all identify the line of symmetry of a simple shape and the more able could locate the line of symmetry in irregular shapes, if there was one. In Year 4 most of the pupils could accurately reproduce a shape on squared paper. All of these activities showed good levels of attainment for their age. Key Stage 2 pupils, regardless of ability, are making similar good progress.

97. The consistency of standards in mathematics results from the successful introduction of the National Numeracy Strategy. The teachers are confident in teaching mathematics and the planning which supports it is completed in a thoughtful and conscientious way. Assessments of pupil's progress are well maintained and it is not unusual to see support assistants quietly making a note of individual pupils' success or difficulties. The main emphasis during the inspection was on numeracy and problem solving, but analysis of pupils' work confirms that all National Curriculum requirements are met, and all areas of the mathematical curriculum are covered in a systematic way. By the time pupils reach Year 6, they are using a wide range of skills and knowledge in situations requiring mental agility and applying them, when required, in other areas of the curriculum, for example, science.

98. Mathematics is the responsibility of the deputy headteacher who has overseen the introduction of the National Numeracy Strategy and has guided the teachers through the training process. As an experienced teacher and member of the management team, she understands clearly what is required to maintain and improve standards further. Strengths of this subject include the promotion and improvement of mental mathematics in the school, the

overall standard of planning, in particular, individual lesson plans, and the range and use of assessment procedures. Very little evidence was found to confirm that mathematics is used widely across the curriculum and the use of information and communication technology is not sufficiently developed.

SCIENCE

99. Standards in science are improving at both key stages and are above average by the end of Key Stage 1, but are below average by the time pupils leave the school at eleven years of age. The inspection's findings are improvements on the standards attained by eleven-year olds in the national tests at the end of Key Stage 2 in 2000, which were well below the national average as well as the average for similar schools. Standards are also higher at the end of Key Stage 1 than in 2000, when the assessments made by teachers showed standards were well below average for the proportion of pupils attaining Level 2 and average for Level 3. The improvements in science are due to the successful implementation of a high quality scheme of work and some recently appointed teachers, who are very well qualified in science, and have a very good grasp of how to teach the subject. Since the previous inspection, the school has made satisfactory progress at Key Stage 1 as standards are similar, but progress at Key Stage 2 has been unsatisfactory, as standards in Year 6 have declined from above average to below average. However, standards in the current Year 3, 4 and 5 are better than in Year 6, and average overall.

100. When making investigations, pupils at the end of Key Stage 1, follow instructions of how to find things out and make detailed observations. Pupils understand how to make a fair test and use mathematics well when measuring, recording and analysing results. They also evaluate their work well and seek to improve their ways of working. However, pupils do not ask enough questions or suggest ways of finding answers. Pupils develop all aspects of scientific knowledge well in this key stage with rapid development in Year 2. They have a very good understanding of the conditions needed for plants to grow. They are beginning to understand habitats and compare the different kinds of animals found in different places, for example in the meadow with elsewhere. Their knowledge of electrical circuits is particularly good.

101. In Year 6, pupils' investigative skills are below average, and although many attain average standards in their scientific knowledge there is little attainment at higher levels. Pupils have not had sufficient experience in investigating and are only just beginning to take some responsibility for their own work. Evidence from pupils' previous work, as well as lesson observations, shows that whilst pupils' attainment is rising, some aspects of pupils' investigative skills are not developed adequately. For example, although this happens in some classes, pupils do not systematically learn how to evaluate and suggest improvements to their own work, or to test experiments that they themselves have designed. For example, pupils investigated differences in the way buttercups grew in different habitats, in the long and short grass in the meadow or school garden. They observed similarities and differences in the buttercups' growth appropriately and suggested good reasons why some buttercups are taller. However, they are unfamiliar with planning their own approaches for finding answers. Pupils do not decide on their own ways of tackling a problem or plan their own investigative work adequately. Pupils have satisfactory prediction skills and understand fair testing but do not use mathematics sufficiently well for collecting and interpreting their own results. Their ability to draw conclusions and search for patterns is limited by the lack of rigor in their mathematical recording.

102. Most have achieved well by the end of Key Stage 1 but their achievement is unsatisfactory by the end of Key Stage 2. This is similar for higher attaining pupils who make satisfactory progress overall in Key Stage 1 but unsatisfactory progress in Key Stage

2. Pupils with special educational needs make satisfactory progress in both key stages but, sometimes, reading and writing tasks are too hard.

103. Literacy skills are used appropriately, although they are not always well matched to the needs of lower and higher attainers. There are differences between the key stages in the use of numeracy and information and communication technology. These are generally used well in Key Stage 1, for example pupils use data handling software to record and analyse the results of their growing plants. However, there was little evidence of the use of computers in Key Stage 2 in pupils' previous work although good links are made in Year 5 when pupils use the Internet to research life cycles.

104. Pupils' previous work, as well as lesson observations, indicates that the quality of teaching and learning are good in Key Stage 1 and satisfactory in Key Stage 2. A strong feature in Key Stage 1 is the way that teachers encourage pupils to apply science to everyday life and the way they link subjects. In Year 1, the teacher's careful planning for linking design and technology with science enabled pupils to see the relevance of science to their own lives. Pupils made tasting tests of their own preferences before applying this knowledge to designing and making their own fruit salads. In Year 2, the teacher planned rigorous links with mathematics and taught steps very carefully so that the pupils could measure, record and interpret results accurately.

105. In Key Stage 2, some high quality teaching and learning were seen in Years 5 and 6 when the teachers' high expectations and good quality planning were translated into effective practice through very good class management. In a very good lesson in Year 6, pupils made very good strides in learning in investigative science. They learned the importance of gathering first hand evidence in order to explain similarities or differences in the growth of buttercups in their local environment. However, examination of pupils' work shows that teaching and learning are mainly satisfactory in this key stage, especially for older pupils. Although pupils often learn through observing practical work, this is often through class demonstration. Not enough time is spent on developing pupils' own enquiry skills. There is little planning for higher attainers to achieve at higher levels.

106. The subject is well managed by the headteacher who is well qualified in science. There is rigorous monitoring of planning and teaching. She is well aware of the need to improve standards in the subject and some teachers' scientific expertise. Science training is a focus for the next school year as the school has, quite rightly, made improving teaching and learning in English and mathematics a priority during the past two years. There is a good policy and the school is using the national guidelines successfully. All National Curriculum requirements are met. However, the teaching of investigative skills does not ensure that pupils develop their skills, and higher attaining pupils are not challenged enough. Assessment procedures are satisfactory. The school makes very good use of the school grounds for biological science.

ART AND DESIGN

107. Although it was not possible to observe any teaching in art and design, there was sufficient evidence from pupils' work, and from discussions with pupils and teachers, to make judgements about the standards pupils attain and the quality of teaching.

108. Standards for seven-year-olds are above average. They are well taught and achieve well, including those pupils with special educational needs. Their work shows a wide range of techniques being used and good development of skills from experimenting with different forms of painting and drawing and work with fabric and clay. Their work is bold and well finished. By the time they are 11, although there are many examples of good work, the

overall standard is only average for pupils of this age. This is not as good as at the time of the previous inspection. The teaching at Key Stage 2, although satisfactory, is more variable. There is a good range of work on display that demonstrates pupils' understanding of many aspects of art. However, pupils' sketchbooks, for example, do not show any systematic development of skills, and often these contain scrappy drawings with little attempt to modify or improve their techniques. The sketchbooks themselves are of various types, often poor-quality paper, and are generally unsuitable for teaching and developing pupils' skills.

109. Some of the best quality work is seen where pupils have expert teaching, for example, their Aboriginal art, and the work done during the valuable 'Focus Weeks', where they concentrate on more creative aspects of learning. These also offer very good opportunities for pupils' cultural development, for example, when making Indian shadow puppets. Pupils and parents are very positive about the value of work done during these weeks.

110. Although the co-ordinator is knowledgeable, there has been little opportunity for any real evaluation of standards or of pupils' progress throughout the school, or the sharing of good practice to develop teachers' skills. The scheme of work meets all National Curriculum requirements and provides suitable progression and development of skills, but teachers' own knowledge, in some instances, is insufficient to make the improvements needed.

DESIGN AND TECHNOLOGY

111. Little teaching was seen during the inspection and, therefore, evidence was taken from teachers' planning, from pupils' previous work and from discussions with pupils. On this evidence by the end of Year 2 and Year 6, pupils' attainment is average. However, current standards are lower than at the time of the previous inspection: the good standards previously seen have not been maintained, although pupils attain good standards of work in food technology.

112. In Key Stage 1, pupils design and make with a wide range of materials, including textiles, food, card, and balsa wood. Good examples of pupils generating and communicating ideas were seen in both their designs and finished purses made from textiles. Pupils' practical skills are satisfactory. When designing and making with textiles and construction materials, pupils select from an appropriate range of materials and cut, shape and join materials neatly. The quality of finish of their end products is usually satisfactory although, when working with construction materials, pupils do not always apply art skills as successfully as they do when working with textiles. Pupils in Year 1 reached a good standard in food technology when they designed and made a fruit salad. During this project, pupils developed good awareness of products and learned that other pupils have different food preferences. They began to use this information when designing and making products and their ability to evaluate their work developed well in this project.

113. In Key Stage 2, pupils design and make shelters for different purposes. Pupils have a good understanding that people have different preferences and needs, and they apply this knowledge when designing and making. However, during the initial design stage, pupils do not state their purpose clearly enough or show exact criteria. This limits their ability to evaluate their work as it develops. Pupils' ability to communicate their ideas by sketches and to plan ahead is satisfactory. They cut, shape and join materials, including wood strip, with reasonable accuracy. However, pupils do not always present their work well enough. They produce some good quality work, for example, when designing and making passport holders from fabric that they have previously tie-dyed. Younger pupils' work with food is particularly good. Pupils develop a very good understanding of how people from different

cultures sometimes have different tastes and preferences. Pupils apply this knowledge particularly well when designing and making sandwiches to a specific design.

114. Overall, pupils' achievement is satisfactory in both key stages. However, higher attaining pupils make unsatisfactory progress, as there are few opportunities for them to work at a higher level. This is particularly the case for older pupils in each key stage. Pupils with special educational needs make satisfactory progress. Literacy and numeracy are applied satisfactorily to design and technology but the use of information and communication technology is limited.

115. In the one lesson observed, in Year 1, teaching was good. Pupils were taught how to evaluate their work and this lesson built on very well from pupils' previous designing and making tasks in food technology. The lesson was well managed and the teacher's good subject knowledge was evident in the way she taught the subject's skills. There is a good policy. The scheme of work, based on national guidance, reflects the spirit of the subject well and emphasises the need to teach carefully designing, making and evaluating skills. However, there is too little emphasis upon pupils developing knowledge of moving parts in Key Stage 2 and applying this to designing and making. Since the previous inspection, the school has made satisfactory progress in implementing a scheme of work that meets the requirements of the National Curriculum. The co-ordinator monitors and supports teachers in their planning and occasionally works alongside teachers to develop their expertise. Design and technology training is planned for the next academic year as the school wishes to ensure that all staff have the required subject knowledge and skills for teaching all aspects of the subject rigorously.

GEOGRAPHY

116. Because of the way in which the school's timetable is organised, it was not possible to see any geography taught during the time of inspection. However, a scrutiny of the work provided indicates that at both key stages, standards are below average, and pupils, including those with special educational needs, do not achieve sufficiently highly. They are lower than at the time of the previous inspection when attainment was judged to be above average.

117. Across the school, the quality of teaching and learning is unsatisfactory. Pupils are not taught topics to a sufficient depth to enable average standards to be achieved. For example, at Key Stage 1, younger pupils consider the journeys made by 'Travelling Ted' and others look at the use of simple symbols to represent features such as roads, rivers and railways on their sketch maps. However, insufficient attention is given to the use of specific geographical vocabulary and the development of pupils' appreciation of people and places.

118. At Key Stage 2, pupils' knowledge of their work on coastlines, and the geography of water, also limited. Pupils have not been provided with a sufficient knowledge of patterns and processes to meet average standards. Younger pupils begin to make judgements about the quality of the environments and how this needs to be maintained and cared for as they consider the amount of rubbish produced around the school. However, across the school, pupils have an insufficient knowledge of basic skills such as maps and symbols, of contrasting localities or the effect of physical and human activities on different environments. This is not helped by an unsatisfactory range of resources. There are insufficient globes, appropriate atlases and maps available in the school and also insufficient general resources to support the teaching of the separate geographical topics.

119. A sound policy statement supports teachers, and teachers complete full termly plans based on an appropriate scheme of work. Planning is satisfactory. A scrutiny of this planning indicates that the broad requirement to teach the National Curriculum is being met.

There are no procedures for assessing pupils' attainment or the progress they make in the subject. The subject has not been a recent priority for development, although it appears in the school's improvement plan for spring 2001.

HISTORY

120. During the inspection, it was only possible to observe the teaching of history in Year 3 and Year 5. Judgements are made on this evidence, also on an analysis of pupils' work in both key stages, discussions with pupils about their topics and an examination of teachers' planning and records. The evidence shows that pupils in Year 2 and Year 6 attain average standards which is similar to the findings of the previous inspection. Progress, including that made by pupils with special educational needs, is satisfactory.

121. There was insufficient evidence to make a judgement about the quality of teaching at Key Stage 1. Analysis of pupils' work and the planning documents confirms that topics are covered in a logical, progressive way, involving the pupils in a variety of activities to enhance learning. In Year 1, pupils made a collection of old toys, linking this to a focused study of the Victorians. In Year 2, the pupils look at 17th century housing and understand the reasons why so much of London vanished during the Great Fire. The teacher makes a good link with English, enabling pupils to express their thoughts and feelings about how it might have been for people who were living in London at that time.

122. The quality of teaching and learning in Key Stage 2 is satisfactory and sometimes good. In the good Year 3 lesson, the pupils were learning about the Vikings, their settlements in England and how the people lived. The teacher provided pictures and small artefacts, which the pupils discussed, compared and researched. Most of the pupils made good progress and extended their knowledge, but a few found the vocabulary difficult. Pupils in Year 4 are learning about the Tudors and, in particular, Henry VIII and his wives. Their written work confirms that pupils have a good understanding of the political pressures under which King Henry ruled, and the reasons why he had so many wives.

123. The subject co-ordinator has a temporary appointment in the school, which is shortly coming to an end. Nevertheless, she is enthusiastic about history and has managed the subject conscientiously. There have not been any opportunities to monitor teaching and standards, but the co-ordinator does have an oversight of planning documents, and is available for advice and guidance. A good policy supports teaching and learning in the subject. The school has recently adopted the guidance from the Qualifications and Curriculum Authority, which meets all the requirements of the National Curriculum, and the assessment procedure included in this document. At present, the assessment procedure is informal and does not systematically record pupils' progress in acquiring historical skills. Classes in both key stages explore the local area regularly. Pupils at Key Stage 1 visit Fairleigh, Hungerford Castle and Weston-Super-Mare. Key Stage 2 classes visit Radstock and the British Empire Museum and, most particularly, Bath as part of the Year 4 Roman study. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, for example, through their understanding of the legacy of ancient civilisations to modern society and discussions about the morality of actions carried out in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. In Year 2, standards are above average, but, in Year 6, standards are below average: the same as at the time of the previous inspection. However, standards have improved well since the creation of a new information and communication technology suite of computers last September. There has been a very systematic training programme for teachers and regular teaching for pupils. Although standards are still below average by the age of 11, this is mainly due to a lack of adequate provision in the past. In other parts of the

school, standards are improving; pupils are achieving appropriately, and are average for pupils in Years 3, 4 and 5. The school is now successfully improving standards from a low base.

125. In Key Stage 1, pupils have good skills and can successfully use pictures, words, tables and graphs to show ideas and to record information. Information and communication technology is used appropriately in many other areas of the curriculum. Pupils select pictures and type in their own words to show scenes from the Bible about the life of Jesus. They can select fonts, save, retrieve and print their work and can also log on. Pupils use data handling software well in mathematics and science, for example, to record food preferences or the results of experiments on forces. Their ability to use control technology is very good. All can provide sequences of instructions to control the school's programmable toy. A substantial number of pupils achieve more highly than this and can write simple procedures to move a screen robot through a series of shapes. A few pupils are exceptionally able and consistently achieve very high standards for their age in all aspects. Higher attaining pupils are developing very good problem solving skills in Year 2.

126. In Key Stage 2, pupils are able to use spreadsheets appropriately in mathematics to calculate the cost of food for a class party. Pupils also achieve appropriately when using the Internet to select information and use the cut and paste facility to transfer their information into their own file. They have sound understanding of how to present their work for different audiences and change fonts for their purpose. However, in Year 6, whilst pupils' word processing skills are improving, their control technology skills are below average, although they can write simple procedures to control flashing lights on the screen. Pupils can apply a learned rule but are sometimes still not confident when solving problems. They have not yet controlled temperature or light sensors and, although the school has now been able to purchase this equipment, it does not have the equipment for pupils to learn how to control mechanical models. There is very little attainment at higher levels in Key Stage 2.

127. In both key stages, pupils apply information and communication technology to English and mathematics well. In Key Stage 1, pupils apply their skills to science well. However, information and communication technology is not used sufficiently frequently within science in Key Stage 2 and in some other subjects, for example, in design and technology and art. Pupils achieve well in Key Stage 1, with particularly good progress in Year 2. Pupils with special educational needs make good progress in both key stages

128. The quality of teaching and learning is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers have sound subject knowledge and manage pupils well. They ensure information and communication technology work is used to enhance work in other subjects, while teaching the necessary skills carefully. In Key Stage 1, teachers are skilled in matching new learning to pupils' attainment. In a very good Year 2 lesson, the more capable pupils were taught as a separate group and this was a strong factor in promoting their very good learning. The high expectations, brisk pace of the lesson and the skill of the teacher in balancing his teaching style between instruction, questioning and problem solving also ensured that pupils learned rapidly. In Key Stage 2, teaching and learning are more effective when teachers have successful ways of managing the wide range of attainment in their classes. In several lessons, some pupils were held back while they waited for teacher's help, for example, in Years 3 and 4, when there was no classroom assistant to provide extra help.

129. The policy, scheme of work and assessment procedures are all very good. The co-ordinator provides good support for other teachers. She was particularly effective working with pupils teaching "Christmas Technology", helping them to become familiar with using the information and communication technology suite while evaluating pupils' learning. The subject is well co-ordinated and the co-ordinator monitors planning and some teaching and provides relevant feedback. This is improving standards. Resources are good and are still improving.

MUSIC

130. Standards in music are average in Year 2 and Year 6 and are similar to those at the time of the previous inspection. Pupils, including those with special educational needs, make satisfactory progress. However, there have been improvements in a number of areas, mainly in the quality of teaching. In the lessons observed, teaching was good, and the oldest pupils in school benefited from more specialist teaching. Lessons are organised well and give all pupils the opportunity to take part through playing an instrument. In a Year 1 lesson, the teacher used a variety of good games and activities to practise and reinforce pupils' skills in understanding rhythm and tempo.

131. Pupils enjoy their lessons and show a good attitude towards making music. They also have the opportunity to learn instruments such as the recorder. Pupils sing in tune, and even the younger pupils in Year 1 are able to follow and copy some complicated rhythms either by clapping or using un-tuned percussion instruments. The level of difficulty is increased as pupils move through the school, and by the time they are 11, they show a good understanding of different rhythms and musical timing. Good emphasis is placed on developing pupils' listening skills.

132. The co-ordinator is enthusiastic and knowledgeable about the subject and the policy and scheme of work she has put in place are providing support for teachers and improving their own skills. Some specialist teaching in two classes improves the quality of pupils' learning. However, there has not been any opportunity for the co-ordinator to monitor what is going on throughout the school or to provide support during lessons for those teachers whose skills still need further improvement. Although resources for music are generally appropriate, most are un-tuned percussion, which limits some of the activities, particularly for pupils to work on musical composition. This area is not sufficiently developed.

PHYSICAL EDUCATION

133. Because of the way in which the timetable is organised, it was not possible to observe a sufficient range of activities to make an overall judgement about standards achieved at both key stages. At the previous inspection, standards were above average.

134. There was also insufficient evidence to make a judgement about the quality of teaching and learning across the school. In the two lessons observed at Key Stage 1, the quality of teaching and the quality of pupils' learning were satisfactory. Younger pupils were being appropriately challenged to move purposefully over and around obstacles on the floor and across low apparatus. Older pupils were developing their throwing and catching skills. Lessons began and ended with a suitable warm up and cool-down activity, but teachers gave insufficient opportunities for pupils to demonstrate what they could do or to make evaluative comments on their work or that of others.

135. Work in the subject follows a sound policy statement, which has been revised following the introduction of Curriculum 2000. The long term, yearly plan indicates how the different elements of the subject are to be taught to each year group. This indicates that all the elements required by the National Curriculum are being met including swimming using the pool of a nearby secondary school, and adventurous and outdoor activities, the main focus of the Year 4 and Year 6 residential visits. However, the overall planning and co-ordination of work in these areas lack sufficient detail. Resources for the subject are satisfactory, but the use of the school hall to store chairs/tables and other equipment significantly reduces the space available for physical education lessons and causes a health and safety risk as well as concealing balls and other equipment "lost" during activities. There are currently no overall procedures for assessing pupils' attainment, or the progress they make. Opportunity in the subject is enhanced well by after-school football, netball and cricket clubs and opportunities to represent the school in sports teams. These features positively promote pupils' personal and social development. The local dance festival provides a good focus for the school's work on dance.