

# INSPECTION REPORT

**TRULL C of E VA PRIMARY SCHOOL**

Taunton

LEA area: Somerset

Unique reference number: 123850

Headteacher: Mrs T. Khodabandehloo

Reporting inspector: Mr J. A. Sangster [20010]

Dates of inspection: 25th-28th February, 2002

Inspection number: 197544

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Church Road Trull Taunton Somerset
Postcode:	TA3 7JZ
Telephone number:	01823 333239
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend Ross Hathaway
Date of previous inspection:	22 <sup>nd</sup> -25 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20010	John Sangster	Registered inspector	Science; Information and communication technology; Design and technology.	What sort of school is it? How high are standards? The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9744	Peter Brown	Lay inspector		How high are standards? Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents? Accommodation.
20407	Marjorie Archer	Team inspector	Foundation Stage; English; Art and design; Music; Special educational needs; Equal opportunities.	
30717	Gordon Tompsett	Team inspector	Mathematics; Geography; History; Physical education.	How good are curricular and other opportunities offered to pupils? Assessment.

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

### **INFORMATION ABOUT THE SCHOOL**

Trull Church of England Primary is a voluntary aided school. Its ethos is based on Christian principles and it has strong links with the parish church. There are 219 pupils, 114 girls and 105 boys, aged from four to eleven. This is broadly average for primary schools. All pupils are of white UK heritage and speak English as their first language. Three per cent of pupils are entitled to free school meals, which is below average. 20 per cent of pupils have been identified as having special educational needs, but none of these has a statement of special educational need. This is just below average, but in the previous five years the proportion of pupils with special educational needs has been above average. Pupils' attainment on entry to the school is just below the average for the county.

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

Trull Church of England Primary is a good school, with many very good features. Pupils' attitudes to the school and to their work are excellent, and they behave very well. The quality of teaching is very good in the Foundation Stage (the reception class), and good in the rest of the school. The standards of pupils' work in Years 2 and 6 are average, but they are good in the reception class, and pupils make satisfactory progress as they move through the school. The school is led and managed well. It gives good value for money.

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

- Children in the Foundation Stage are very well provided for and achieve well.
- Teaching is good and relationships between adults and children are excellent throughout the school.
- The care and support provided for pupils is very good, as is the provision for those with special educational needs. It also provides well for more able pupils.
- The school promotes pupils' personal development very well; their attitudes are excellent and their behaviour is very good.
- The headteacher and governing body provide very good leadership for the school.
- The school provides a very good range of extra-curricular activities.
- The school makes very good links with its parents and they think highly of it.

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

- Standards in information and communication technology (ICT).
- Standards in design and technology.

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

The governors should also consider the following minor issues for inclusion in their action plan:

- Developing further the monitoring of teaching by subject co-ordinators.
- Drawing up a written policy on teaching about the misuse of drugs.
- Providing more suitable indoor and outdoor accommodation for the reception class.
- Improving the current temporary accommodation for the library to make it more accessible to pupils.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Since then improvement has been good. Schemes of work are now in place for mathematics and physical education, but not for art and design, design and technology or music, although work has begun on these. Subject co-ordinators have monitored teaching and learning in English and mathematics and plans are in place for this to happen in other subjects. Parent consultations are now sufficiently private, an area of concern at the last inspection, and reports on pupils' progress include comments on separate subjects and targets for improvement, as well as an opportunity for self-evaluation by the pupil. The quality of teaching has improved. It is now good overall, with a significant proportion of very good and excellent teaching, and no unsatisfactory teaching. The high standards of behaviour have been maintained and pupils' attitudes to school are exemplary. The care which the school shows for its pupils is very good. Provision for pupils' spiritual, moral, social and cultural development, previously good, is now very good. Although pupils' attainment is not as high as it was at the time of the last inspection, this is due to the mobility of the school's population and the admission of several pupils with special educational needs other than at the normal admission times. The school has very good provision for pupils with special educational needs.

## STANDARDS

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

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

**Key**

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

Although the school was achieving above, and often well above, average results up to 2000, the standards achieved were average when compared with all schools in 2001, and below or well below when compared with similar schools (that is those with a similar proportion of pupils eligible for free school meals). However, when compared with this year group's results at the end of Year 2, their progress in English and mathematics was satisfactory. In addition, there had been some changes in the composition of the year group with the admission of lower attaining pupils. Despite this, the school was very close to meeting its targets. These are set at a similar level in 2002, but are due to rise in 2003. In the tests in Year 2 in 2001, standards were well above average in reading, average in writing and mathematics, and in the top five per cent of schools in the teacher assessments for science. In the work seen during the inspection, pupils in the Foundation Stage (the reception class) were achieving well because of the very good provision for them. Pupils in Years 2 and 6 were achieving the standards expected for their age overall. In English and science in Year 2 and music in Year 6 they were above average. In ICT and design and technology they were below what is expected both in Years 2 and 6. Overall pupils' achievement is satisfactory.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are excellent. They are very enthusiastic about every aspect of school life. They show great interest in activities.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils concentrate well in lessons and move purposefully around the school.
Personal development and relationships	Relationships within the school are excellent and the personal development of pupils is very good. Pupils have an excellent understanding of the effect of their actions on others.
Attendance	Attendance is well above average. Pupils are very keen to come to school

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

The overall quality of teaching in the school is good, and there is also a significant proportion of very good and excellent teaching. No unsatisfactory teaching was observed during the inspection, and in 4 out of every 5 lessons teaching was good or better. Teaching in the Foundation Stage is very good; the teacher works closely with support assistants to plan and deliver a wide range of activities. The teaching of English and mathematics is good. Teachers use the national strategies well to teach literacy and numeracy skills, matching tasks closely to pupils' abilities. Teaching of art and design and design and technology is satisfactory; there is no overall scheme in these subjects to help teachers plan to develop pupils' skills. There was not sufficient evidence to make a judgement on teaching in ICT, but it has been limited by the school's computer hardware, which is due to be updated. In both history and geography teachers make good use of visits to the local area to help pupils learn. Teaching in other subjects is good. All teachers have high expectations of their pupils and manage them very well. They also use the resources available to them well. As a consequence, pupils show a high level of interest and concentration in lessons and try hard. The school's provision for pupils with special educational needs is very good and it also provides well for more able pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides pupils with a good range of opportunities to learn. Extra-curricular activities are very good.
Provision for pupils with special educational needs	Very good. The special educational needs co-ordinator, class teachers and learning assistants work very well together to provide support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for spiritual development is good, for moral and cultural very good and for social development excellent. As a result, pupils show initiative and take responsibility around the school.
How well the school cares for its pupils	The school looks after its pupils very well. Its monitoring of their personal development and academic performance is very good.

The school works very well with parents. It provides them with a high quality of information, including that about their children's progress; parents make a very good contribution to children's learning both at home and at school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She is supported ably by the deputy headteacher. Subject co-ordinators manage their subjects satisfactorily, but not all have had sufficient opportunity to monitor work in their subject
How well the governors fulfil their responsibilities	The governors are very effective. They fulfil their legal responsibilities and understand the school very well.
The school's evaluation of its performance	The school monitors its own performance satisfactorily.
The strategic use of resources	The school makes good use of all the resources available to it. Financial planning is very good.

The school benefits from suitably qualified and experienced teaching and support staff. The accommodation and the range and quality of learning resources are satisfactory for teaching the curriculum. The school understands and applies principles of best value well. The school's stated aims and values are reflected very well in its work.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children enjoy school.</li><li>• Their children make good progress.</li><li>• Behaviour is good.</li><li>• The school is well led and managed.</li><li>• Teaching is good.</li><li>• Parents feel comfortable about approaching the school.</li><li>• The school is helping their children to become more responsible.</li><li>• There is an interesting range of activities outside lessons.</li></ul>	<ul style="list-style-type: none"><li>• A significant minority of parents feel that they are not kept well enough informed about how their children are getting on.</li><li>• A minority of parents think that their children do not get the right amount of work to do at home.</li></ul>

The inspection team agrees with the positive views of parents. The school has acknowledged a problem over the timing of parent consultations and is reviewing this. The inspection team feels that the amount of work pupils are given to do at home is about right.

## **PART B: COMMENTARY**

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

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

1 In National Curriculum tests, the results achieved by pupils in Year 2 in 2001 were well above average in reading, and average in writing and mathematics, although the proportion of pupils achieving the higher Level 3 in writing was well above average. In the teacher assessments for science, all pupils achieved the expected level for their age and the results were in the top five per cent in the country. Standards in reading have been consistently well above average since the last inspection; standards in mathematics and writing have been less consistent. The evidence of the inspection indicates that standards in the present Year 2 are similar to those achieved last year, with good standards in reading and average in writing. Speaking and listening skills are very good. Standards in mathematics in Year 2 are average; those in science are above average.

2 The school's results in the national tests for Year 6 in 2001 were close to the national average in English, mathematics and science. This shows a drop from the previous two years, when they were above and often well above average. However, this particular group of pupils achieved results which were close to the average in Year 2, and there have been changes in the composition of the group since then, with pupils of lower attainment joining the school. Progress, therefore, has been satisfactory. Although the year group had a higher proportion of boys than girls, there has been no significant difference between their performance over the last four years, despite some variations from year to year. The standards being achieved by the present Year 6 in English, mathematics and science are similar to last year. Again there have been changes in this year group, with more than a quarter having joined since Year 2, with more than half of those identified as requiring support, and their achievement has been satisfactory.

3 Pupils' attainment on entry to the school is just below average. It is above the county average in reading and writing, but below in other areas. Because of the very good teaching and support they receive, pupils make good progress, and by the time they leave the reception class, the majority have met the early learning goals set for this age group, and many have gone beyond them.

4 The standards achieved in information and communication technology (ICT) and design and technology are below those expected for pupils' ages in both Year 2 and Year 6. In ICT this is because areas of the curriculum, such as the use of technology to control and monitor events, and the use of the Internet and electronic mail for communication, are not taught sufficiently, partly because the school's equipment needs updating but also because some teachers have not been sufficiently confident in its use. At the time of the inspection the school was awaiting the installation of a new computer suite, which will make it possible for teachers to teach skills to a whole class. Although design and technology takes place throughout the school, there is no planning to enable pupils to develop the skills of designing, making and evaluating their work progressively as they move through the school.

5 In all other subjects, pupils achieve the standards which are expected for their age, except that standards in music are good in Year 6, by which time pupils have had a good range of experiences, both in class lessons, the choir, orchestra and other instrumental groups. Standards in art and design are satisfactory because of the dedication and interest of teachers, but there is still no planning for the progressive development of skills as pupils move through the school. Pupils develop satisfactorily their skills of investigating the past and the environment around them in history and geography.

6 Literacy and numeracy are developed well throughout the school, both through the effective implementation of the national strategies but also because opportunities to reinforce them are taken well in

other subjects, for instance with the use of appropriate vocabulary in science and physical education or the opportunities to write more extensively in geography, the use of co-ordinates in map work or measurement and data handling in science. However, ICT skills are not reinforced regularly across the curriculum.

7 Pupils with special educational needs make good progress throughout the school. The school identifies special needs early, and the liaison between the special needs co-ordinator (SENCO), classroom assistants and class teachers is good. The school also identifies more able pupils in Years 3 to 6, and they are given 'extension work' in groups, particularly in mathematics. As a result, these pupils make satisfactory progress.

8 The school has set appropriate targets for pupils to meet in Year 6. In 2001 it met those targets in English but failed by three per cent (the equivalent of one pupil) in mathematics. Targets for 2002 are equally challenging, but the school is making good progress towards meeting them, and those for 2003 are even more challenging.

9 At the time of the last inspection, the standards achieved at the end of Year 6 were good, and the most recent test results in Year 6 had been well above average. These standards have not been maintained, but this is because of the changing composition of the year groups and an increasing number of pupils identified as having special educational needs. The progress made by these pupils has improved.

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

10 Pupils of all ages display an excellent attitude to school. They are highly enthusiastic about every aspect of school life, including their teachers, lessons, and out-of-school activities. Their exceptionally high levels of commitment and enthusiasm contribute positively to the high level of attendance achieved and to the acceleration of their learning. Pupils take great pride in their personal achievements and are motivated to achieve their full potential.

11 Behaviour throughout the school is very good. Pupils are attentive in class and considerate of the needs of others. They show respect to teachers, other adults and fellow pupils. Movement around the school is purposeful and orderly. They hold doors open for visitors, usually with a friendly smile. Pupils within all age groups display a great respect for property, and the incidence of destructive or any other form of anti-social behaviour is very rare. The total absence of the use of exclusion as a disciplinary sanction bears testimony to the very high standard of behaviour which characterises the school. During the course of the inspection there were no observed incidents of oppressive behaviour, such as bullying or sexism. Furthermore, there were no reports of oppressive behaviour made by parents either before or during the inspection.

12 Personal relationships within the school are excellent. Pupils work effectively together, both formally within the classroom and informally during play, providing each other with encouragement and practical support. A high level of informal collaboration can be observed in the playground, where pupils enthusiastically play traditional games with only minimal adult supervision or direction. Teachers are highly effective in nurturing the personal development of their pupils, and clear progression can be observed as they move through the different age groups. Pupils from the Foundation Stage onwards have a clear understanding of their personal responsibilities, both within school and in the world outside. The importance of social obligation is strongly and effectively promoted, both in the classroom and through assemblies. There exists throughout the school an acute awareness for the feelings of other people, and this sensitivity is developed effectively through the medium of circle time (a period when pupils sit in a circle and talk about matters of concern to them without fear of interruption).

13 The level of initiative and personal responsibility displayed by pupils is high. They are encouraged to accept responsibility as classroom monitors, and in the older age groups pupils perform the role of “playground friends”. The School Council provides additional opportunities for pupils to exercise responsibility and constructive leadership.

14 Levels of attendance are very good, significantly exceeding the national average. Very few pupils arrive at school late, and registration procedures are implemented with meticulous efficiency.

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

15 The quality of teaching has improved since the last inspection. At that time it was judged to be ‘sound’. It is now good overall. Teaching in the Foundation Stage is very good, and there is some very good teaching in all parts of the school, with examples of excellent practice. There is no unsatisfactory teaching. This confirms the views of the parents, 98 per cent of whom think that teaching is good.

16 The strengths of the teaching throughout the school are teachers’ high expectations of pupils and very good management of them, as well as their use of the support staff and resources which are available to them. As a result, pupils learn well, with a high level of interest and concentration. Pupils with special educational needs learn well because of the good support which is given to them in class.

17 Teachers have a good knowledge of the subjects they teach. For instance, in a session with the choir, the teacher’s good understanding of what is required was communicated clearly to the pupils, with a resulting improvement in the quality of the singing and greater enjoyment by the pupils. However, some teachers lack confidence in the use of information and communication technology. Teachers also plan their lessons well. This is a particular strength in the Foundation Stage, where activities are planned meticulously around a theme (in the week of the inspection ‘The Queen of Hearts’) to meet the learning needs of all the pupils. In a mathematics lesson in Year 6 the teacher encouraged pupils to use the correct mathematical vocabulary, for instance when discussing area and perimeter, which led to a greater understanding of the concepts.

18 All teachers have established good relationships with their pupils, which helps pupils to learn more easily. For instance, in a Year 3 science lesson, pupils felt sufficiently at ease to raise issues relating to smoking and the use of medicines from their own personal experience, enabling the whole class to gain a greater understanding of the topic. Teachers also manage the time available well, although occasionally the pace is a little too slow for the more able pupils in the class. Sometimes the objectives of a lesson are not shared with pupils at the beginning, so that they can see whether they have achieved them at the end.

19 The teaching of children in the Foundation Stage is very good because the teacher and support staff plan very well together to produce a range of activities based around a theme, which catch the pupils’ imagination and ensure that all the areas of learning are covered. The teaching of English is good. Teachers reinforce basic skills well, for instance through the phonics scheme or through weekly spelling practice. The National Literacy Strategy has been implemented well, and activities are matched well to pupils’ ability, with good support for those who need it and extension activities for the more able.

20 Teaching and learning in mathematics are good. Teachers use the format of the National Numeracy Strategy well, providing good opportunities for pupils to practise their mental skills, develop their understanding and reflect on what they have learned. Teaching of science is also good. Teachers provide a good range of activities and encourage pupils to use scientific vocabulary, but occasionally they use too many worksheets, which do not allow pupils sufficient opportunity to devise their own methods of recording their investigations.

21 There were limited opportunities to observe lessons in art and design and design and technology during the inspection. Teaching in both subjects is satisfactory, but its effectiveness is limited by the lack of any scheme which provides for the progressive development of skills as pupils move through the school.

22 Teaching of geography is good. Teachers make good use of visits to and visitors from the local area, as they also do in history. The teaching of music is good, with teachers having a good understanding of the subject and also making good use of recorded radio programmes. Physical education is taught well. Teachers plan lessons well to enable pupils to develop their skills. There was insufficient evidence to make a judgement on the teaching of ICT, but this has been made more difficult by the shortcomings in the school's computers at this time.

23 Teachers plan work well to meet the needs of all pupils. The SENCO provides support of a very high quality to those pupils with special educational needs, and this is also reflected in the work of classroom support assistants. They work closely with teachers, sharing with them in the planning of work for the pupils they support and the assessment of their progress. The school also provides good teaching for more able pupils in mathematics from Years 3 to 6 and in English in Year 6. These pupils are also well-provided for in other lessons by the setting of more challenging tasks.

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

24 The overall quality and range of learning opportunities is good. This is because of the thought that has gone into the planning of the curriculum through the use of professionally produced schemes of work combined with school written schemes that cover most areas of the curriculum. All subjects fulfil the requirements of the National Curriculum, although there are some areas of ICT that are not currently being taught because of the deficiencies in the school's hardware. The school follows the national strategies for the teaching of literacy and numeracy. They are having a positive effect on teaching and learning in English and mathematics. Design and technology, art and design and music were criticised at the last inspection for not having schemes of work, and this issue has still not been addressed.

25 The breadth and balance of the whole curriculum is good, as it includes many extra-curricular opportunities, with visits, visitors and theme days that greatly enhance and enrich the provision. Long- and medium-term plans are made for all subjects and give a clear indication of what is being taught. The skills taught in literacy and numeracy are being used effectively in other areas of the curriculum, with planned cross-curricular links.

26 Provision for personal, social, and health education is good. It is taught through specific lessons and across the wider curriculum. The impact of this is seen in the very good levels of behaviour throughout the school. The school has a satisfactorily planned programme for sex education and drug awareness, though there is at present no written drugs education policy which would allow parents to find out what is being taught. A very good lesson observed during the inspection on drugs misuse was delivered with much sensitivity and thoroughly explored the pupils' attitudes to drugs.

27 There is a very good range of extra-curricular activities available for pupils. These include many sports, musical, arts and dramatic activities, music lessons, sword dancing, chess, productions and the opportunity to perform in front of audiences. They have a positive effect on the pupils' learning. They are well supported by both boys and girls and the school has a good reputation in this area. The contribution of the community to pupils' learning is good and the relationship with partner schools is good. The school has very good relationships with many local groups including the local church and businesses.

28 The school's provision for pupils with special educational needs is very good. The SENCO has introduced a range of schemes to help pupils, for instance with spelling, and also uses a number of different tests to identify problems. The education plans drawn up for individual pupils are very good and are reviewed as often as necessary. The school is committed to inclusion and provides well for higher attaining pupils, with some extension classes as well as extension activities during lessons. There are currently no pupils with physical disabilities; the school is aware that such pupils would find access to some parts of the building difficult and it has plans to resolve this.

29 There is good provision for pupils' spiritual development. All pupils take part in a daily act of worship and assemblies provide an opportunity for learning about the world and moral issues; they also contain an opportunity for spiritual reflection. In an assembly on God's wonderful ways during the inspection, the pupils were given a good insight into their own uniqueness. The spiritual feelings of value and love, and the priceless nature of personal family belongings, were very well explored and appreciated by the pupils.

30 The provision for pupils' moral development is very good. The adults in the school set a very good example to the pupils and there are clear codes of behaviour. Pupils are taught to know right from wrong through their day-to-day interaction with staff and through lessons and assemblies, which indicate examples of very good moral practice. A strong moral dimension is seen in most lessons where teachers constantly emphasise good behaviour, so pupils understand what is acceptable conduct. This is reflected in the pupils' excellent attitudes to school and their very good behaviour. Adults in the school also set a very good example by their courtesy, care and respect for pupils. Pupils respond well to this and, in turn, relate well to others and respect their views.

31 There is excellent provision for pupils' social development. Teachers plan opportunities in many lessons for developing pupils' social skills, such as working together, taking turns and sharing. There is a range of visits during the year that provide good opportunities for pupils to extend and develop their social relationships with each other and with their teachers and other adults. The work on the environment and pollution greatly enhances the pupils' awareness of social and moral issues and responsibilities. The sense of care, purpose and harmony in the school as a community is very strong. There are many good planned opportunities for pupils to take initiative and responsibility in all aspects of the life of the school.

32 The provision for pupil's cultural development is very good. They have opportunities to study the richness of both their own and other cultures. There is a cultural contribution made by the sponsoring of a child in India. History and geography provide links with pupils' own and other cultures, traditions and the past. The very good range and provision for extra-curricular visits and visitors enriches the pupils' cultural development.

33 The school has improved on the good elements identified in the last inspection report and continues to offer a wide range of activities, which supports the overall very good development of pupils' spiritual, moral, social and cultural education.

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

34 Procedures for ensuring the health and safety of pupils, including arrangements for child protection, are very good and comply fully with legal requirements.

35 A detailed health and safety policy is in place which effectively describes organisational arrangements and individual responsibilities. Comprehensive risk assessments have been completed for all parts of the school, and highly effective procedures are in place for fire prevention and first aid. Accidents, however minor, are properly recorded and, where appropriate, formalised investigations take place. Classroom teachers take full account of health and safety issues in lesson planning. The health and safety improvement programme is very effectively driven and monitored by a governor with designated responsibility.



36 The school utilises the services of outside agencies very effectively to familiarise pupils further with potential health and safety threats. The services of the local community police officer are regularly used and a Fire Week is soon to be held, run in conjunction with the local fire authority.

37 Security arrangements are very good; all reasonable measures have been taken to ensure a secure environment for both pupils and staff. Child protection procedures are very effective and are fully appropriate to the needs of the school. The SENCO has designated responsibility for child protection issues, and a comprehensive child protection policy is in place, which is fully and properly implemented by all members of staff.

38 The school monitors pupils' academic performance and their personal development very effectively. Teachers have a very good knowledge and understanding of individual pupils and respond effectively to their personal needs. Their personal development is closely monitored and progress is effectively recorded.

39 Arrangements for providing personal support and guidance to pupils are very good. Teachers provide feedback to pupils about both their academic and social progress. They themselves provide counselling where necessary, and are very effectively supported by the SENCO, who is a fully trained and qualified professional counsellor. A recent example of effective personal support was the help given to a pupil with a specific condition which resulted in his confidence and enjoyment of school being considerably enhanced.

40 Procedures to monitor and further improve attendance levels are very effective. The few unexplained absences which occur are followed up fully, and the importance of good attendance is publicised effectively through the school prospectus and newsletters. The taking of holidays during term time is actively discouraged, and parents are made fully aware of the educational cost involved.

41 Procedures for promoting good behaviour are in place and are implemented very effectively throughout the school. The behaviour policy clearly details expected standards and the strategies available to achieve these. The policy is clear, fair and realistic. It is fully understood and accepted by staff, pupils and parents alike.

42 The school has developed very effective strategies for combating oppressive behaviour, particularly with regard to bullying. Documented procedures are in place which are fully understood and operated by both teaching and non-teaching staff. Although incidents of oppressive behaviour are extremely rare, the existence of realistic and workable procedures allows an appropriate and effective response when the occasional problem does arise.

43 The school has very good procedures for assessing pupils' attainment and progress. This represents an improvement since the last inspection when the procedures were said to be sound. Regular reviews and assessments are made and targets set for the next stage in pupils' learning. All of these assessments are recorded well and the pupils' progress can be tracked from reception onwards. The teachers know their pupils very well and can plan for their future learning. The pupils' work is marked regularly and generally with good positive comments. There is a need for daily assessments to be used to a greater extent to modify and influence planning. The procedure for monitoring and supporting the pupils' academic progress is very good as regular checks on progress and targets are made and acted upon in a positive and developmental way.

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

44 Parents hold the school in very high regard. From questionnaires received 98 per cent of parents believe that their children enjoy school and 96 per cent reported their children to be making good progress. Overwhelmingly, parents believe standards of behaviour to be good and the school to provide a safe and secure environment. Parents think that the quality and quantity of communication is very good and that the school is well led and managed. Teaching is thought to be very good, with teachers themselves approachable and helpful. These views expressed by parents are fully endorsed by the inspection team.

45 Links with parents are very effective and make a positive contribution to the quality of learning. The school actively encourages the involvement of parents and carers in all aspects of school life, and this resource is utilised fully and effectively. The headteacher and her staff are welcoming to parents, who are encouraged to feel an integral part of the school community. Teachers are readily accessible at the beginning and end of the day, thereby providing an opportunity for immediate and informal contact.

46 Parental involvement contributes very positively to the overall work of the school. A dedicated group of parents assist in the classroom, and help is readily given with school activities, both on and off the school site. A particularly effective initiative is an accredited training course, run weekly at school, for the benefit of parents wishing to help in the classroom.

47 Fund-raising activities and social events are co-ordinated through a very effective school association, which provides a strong link between parents and the school. Considerable sums of money are raised each year through the association. These are used effectively to enhance the quality and quantity of educational provision. Recent examples are the funding of new computer equipment and the purchase of new wall boards.

48 The quality of information provided by the school is very good. The school brochure is easy to read and provides detailed information on every facet of school life. Newsletters are published regularly and are effective in keeping parents informed on current and future developments.

49 The governing body's annual report to parents provides a very good summary of events and progress during the previous academic year. It contains detailed and relevant information and complies fully with legal requirements.

50 Parents are provided with an annual written report which details very effectively progress made by pupils, both academically and in terms of personal development. Standards of attainment are included and also targets for future development. They are reader-friendly, personalised and provide a very good summary of each pupil's progress during that particular year.

51 Parents make a very positive contribution to children's learning, both at school and at home. Parental involvement in school activities very effectively consolidates the home-school link, and this is reinforced by parental assistance with homework. The school provides help and guidance to parents about how they can most effectively help their child with this.

52 The strong partnership that exists between the school and home is effectively formalised through a home-school agreement which highlights the respective responsibilities of both parties. Since the last inspection, parents' concerns about the privacy of parent consultations, the information contained in pupil reports and the amount of homework for pupils have been fully met.

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

53 The headteacher has been in post for six years and provides very good leadership for the school. She has the full support of staff, parents and governors. The school has clear aims, which are linked to positive attitudes, pupils' striving to do their best and its own Christian tradition, and these are fully reflected in its work. The school has made good progress since the last inspection, although, partly because of staff absence, not all schemes of work are yet in place, and the monitoring of teaching and learning in the classroom by subject co-ordinators has only recently begun. Because of the monitoring which has already taken place, the standard of teaching has improved and is now good in all parts of the school. In other areas, such as pupils' attitudes and behaviour, good progress has been made or high standards maintained, through initiatives such as the School Council and the friendship bench. The school is now well placed to improve further.

54 The deputy head works closely with the headteacher; both are engaged in the evaluation of the school's provision and the analysis of the data from the regular assessment of pupils. The deputy head also has a responsibility for liaison with the main receiving school, which he exercises effectively. The subject co-ordinators for English and mathematics have monitored the implementation of the literacy and numeracy strategies and there are plans in place for the science co-ordinator to evaluate teaching and learning in his subject next.

55 The Foundation Stage is managed very well under the excellent leadership of the co-ordinator. Teaching and support staff work very well together to ensure that the children in the reception class have a very good start. Otherwise the role of co-ordinators is more limited; they monitor their subjects through regular after-school meetings, but they do not have clear action plans unless their subject is a priority for the school, as it is for instance with ICT. Their job descriptions vary greatly in their definition.

56 The provision for special educational needs is managed very well, ensuring that these pupils have full access to the curriculum and are included in all areas of the school's work. The SENCO also takes responsibility for the provision for more able pupils.

57 The school has a very effective governing body. They have a wide range of expertise and experience, for instance of financial management and health and safety in education. They meet all their legal responsibilities and provide very good support for the school, whilst at the same time keeping a check on the standards being achieved.

58 The school operates on a tight budget, as the salaries for the experienced teaching staff take up a high proportion of it, but the governors, with the headteacher, plan well, and the funds available, including special grants, are used well, with only a small contingency being left. Spending decisions are linked through the school improvement plan to priorities for the school. The governors have plans for further development of the site, but careful consideration has been given to how the additional funds can be raised without detracting from the provision for current pupils.

59 The school's administrative officer, who also provides a warm welcome for parents or other visitors to the school, carries out the day-to-day financial management efficiently. A recent audit found the financial management to be sound. The governors show a good awareness of the principles of best value. Good comparisons are made with other local schools, existing provision is reviewed, parents and pupils are consulted and listened to, and competitive tendering is implemented for major work, such as the cabling for the new ICT suite.

60 The school has a performance management policy in place and is implementing it effectively. All teachers, including the headteacher, have been set objectives against which their performance will be measured. The school also has a good improvement plan, which is a working document and is reviewed regularly. The governors check progress on the plan at their meetings.

61 The school has an experienced and stable staff; no new full-time teachers have been appointed for four years, and six have worked at the school for more than ten years. However, there are effective procedures to help staff new to the school to settle, and the school is also a good place for student teachers to learn in. Two part-time teachers offer support to small groups, and one of them also provides good support in music. The school is also well-provided with classroom assistants, who work well with teachers throughout the school. All staff are committed to the pupils and their well-being. They work well together to provide a positive climate in which learning can take place.

62 The school's accommodation is satisfactory. There are good outside areas, including an environmental area and a football pitch. Most classrooms are sufficiently spacious but the one currently being used by the reception class is not of suitable shape and there is no outside area where these pupils can learn through play, as an extension of the classroom. The hall is also not sufficiently large for physical education for the oldest pupils in the school to be carried out effectively. In anticipation of the installation of the computer suite, the library has been moved to a temporary classroom separate from the main school building, which does not make it easily accessible to pupils for individual research, particularly in inclement weather. The school is aware of these issues and has plans to remedy them, depending on planning and financial constraints. The building is maintained well and kept in a good condition by the caretaker and cleaning staff. Wall spaces are used well for displays and celebrating pupils' achievements.

63 The resources for learning are satisfactory, with the exception of the current provision for ICT, which is soon to be updated. Computers are used well in the school's administration, for instance in the management of finance and in keeping track of individual pupils' progress. Outside play equipment is used effectively both in lessons and during periods of recreation.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

64 The headteacher, governors and staff should now:

(1) **raise standards in ICT by:**

- ensuring that pupils have full access to the curriculum, including the use of the Internet and electronic mail;
- raising staff confidence in the use of ICT;
- using ICT more widely to support other curriculum subjects;

(paragraphs 4,17,24,119-123)

(2) **raise standards in design and technology by:**

- ensuring that there is planning for the progressive development of pupils' skills;

(paragraphs 4,102-106)

**In addition to the key issues above, the governors should also consider the following minor issues for inclusion in their action plan:**

- Developing further the monitoring of teaching by subject co-ordinators (paragraphs 53,80, 91,112,118).
- Drawing up a policy on teaching about the misuse of drugs (paragraph 26).
- Providing more suitable indoor and outdoor accommodation for the teaching of the Foundation Stage (paragraphs 62,70).
- Improving the current temporary accommodation for the library to make it more easily accessible to pupils (paragraphs 63,81).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	17	8			
Percentage	5	32	43	20			

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		219
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		44

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	6.1

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the Latest reporting year	Year	Boys	Girls	Total
	2001	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 and above	Boys	16	12	14
	Girls	14	14	14
	Total	30	26	28
Percentage of pupils at NC level 2 or above	School	100 (88)	87 (97)	93 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 and above	Boys	13	16	18
	Girls	14	8	8
	Total	27	24	26
Percentage of pupils at NC level 2 or above	School	90 (97)	97 (97)	100 (94)
	National	85 (84)	89 (88)	89 (88)

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

Number of registered pupils in final year of Key Stage 2 for the Latest reporting year	Year	Boys	Girls	Total
	2001	20	11	31

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 and above	Boys	17	16	18
	Girls	9	8	8
	Total	26	24	26
Percentage of pupils at NC level 4 or above	School	84 (91)	77 (91)	84 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 and above	Boys	16	18	19
	Girls	10	9	9
	Total	26	27	28
Percentage of pupils	School	84 (97)	87 (97)	90 (97)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	200
Any other minority ethnic group	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	23.8
Average class size	31

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	180

### ***Exclusions in the last school year***

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

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

### ***Financial information***

Financial year	2000-1
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	£
Total income	425,154
Total expenditure	417,871
Expenditure per pupil	1,882
Balance brought forward from previous year	16,871
Balance carried forward to next year	24,155

### ***Recruitment of teachers***

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



*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out

219

Number of questionnaires returned

121

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	-	-
My child is making good progress in school.	52	44	2	1	1
Behaviour in the school is good.	56	42	1	-	1
My child gets the right amount of work to do at home.	38	45	12	3	1
The teaching is good.	62	36	-	1	2
I am kept well informed about how my child is getting on.	34	44	16	5	1
I would feel comfortable about approaching the school with questions or a problem.	72	21	4	2	1
The school expects my child to work hard and achieve his or her best.	64	34	1	2	-
The school works closely with parents.	47	42	8	1	2
The school is well led and managed.	79	21	-	-	1
The school is helping my child become mature and responsible.	73	26	1	-	1
The school provides an interesting range of activities outside lessons.	67	28	4	-	1

### **Other issues raised by parents**

Some parents felt that the timing of parent consultation evenings could be better

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

65 The standard of provision for children in the Foundation Stage (the reception class) has been maintained at the high level found in the last inspection and is still very good indeed. Children make visits in the summer term before being admitted and attend school on a part-time basis at first to allow assessments to be carried out of their attainment on entry to the school. These show that attainment is above the county average in reading and writing and slightly below in other areas. By the end of the reception year most children have attained the Early Learning Goals (ELGs) and many have exceeded them. Planning for the Foundation Stage is of a very high standard, linking activities in the different areas of learning in imaginative and exciting ways. The teacher has a clear understanding of the way young children learn and their need for time, independence and opportunities for investigation. Members of staff track children's progress very carefully and match activities to individual need. The teacher and classroom assistant work as a closely knit team, which results in very good teaching in all the areas of learning. Their relationship with each other and with the children makes a significant contribution to learning. They create a warm, supportive yet stimulating environment, where learning is fun. Links with parents are very good and many help in class. There is as yet no secure outside area for children in the Foundation Stage and indoor accommodation is awkwardly shaped and fairly small for the number of children in the class. The school is aware of these points.

#### **Personal, social and emotional development**

66 Children are keen to come to school and settle quickly. They are given interesting things to do and know that they are valued. They can work independently and are given frequent opportunities to make choices of activity and equipment. They are seen to collaborate on projects, sharing their ideas and expertise; this was particularly evident in the building of a castle for the role play area. Children show consideration for each other, take turns and share equipment. They speak politely to each other and to staff and are unfailingly well-behaved. They work hard and can maintain concentration for long periods. Their personal and social development is well managed.

#### **Communication, language and literacy**

67 Children make good progress in this aspect of their development and many exceed the ELGs by the end of the reception year. Members of staff provide an environment which is rich in opportunities for children to speak, to listen, to read and to write. They follow a suitably modified form of the National Literacy Strategy for those children who are at an appropriate stage of development. Children demonstrate a love of books and an awareness of print, letter names and sounds and of the rhyme and rhythm of language. They are able to provide a rhyming word when reading the story 'Pass the Jim Jam', for example 'Don't be silly, Billy', finding great excitement in the sounds. They enjoy listening to stories and poetry. The most able can read a simple text fluently and are aware of self-help strategies, such as sounding out - 'I letter it out' - and looking at the pictures. They have clear preferences, for example 'I like mysterious stories that end happy'. They make good progress in their ability to write simple text and many can spell a number of words correctly. Good phonics teaching supports this. There are many carefully made books in the class to which children have contributed, and writing materials are provided in a designated area for letters, lists, and for use in the role play area. Children listen attentively in assembly, to their teacher and to each other, and speak with increasing confidence and fluency to different groups.

## **Mathematical development**

68 Children make good progress in this aspect of their development. Much of their mathematical learning is linked to practical investigative work, such as when they are making tarts for the Queen of Hearts party. They count to thirty in ones and, having filled tart cases with three different colours of jam, are encouraged to see the pattern in counting in fives. Children are asked to explain the strategies they use, and to use correct mathematical language such as 'more than' or 'less than'. In the building of the Queen of Hearts' castle, children measured the height of the walls using large building blocks and string before cutting the correct length of backing paper for wallpaper and printing it. They are given time to experiment, finding the best way of using the blocks for measuring by trial and error. They have a good understanding of shape and pattern, which is consolidated through the making, measuring and decorating of hats to wear to the party, in making tarts of different shapes, and through making towers and turrets for the castle. This sensitive and thoughtful teaching contributes significantly to the children's attainment.

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

69 Children make good progress in his area through practical and investigative activities linked to other areas of the ELGs. They make junk model houses, pitching the roof at the correct angle to shed rain. They feel and study the shape and texture of beautiful stones, before closing their eyes and imagining what it would be like to be a stone on a beach in different conditions. They dig for stones in the school grounds as part of work concerning what is under the ground. They learn about the changes effected in materials by heat, through looking at the difference in cooked and uncooked jam when preparing tarts for the party. Photographic evidence shows that they are taken to visit local places of interest, look at their own growth and study the outside environment.

## **Physical development**

70 Children are able to move confidently both in their classroom and in the hall, where they are learning to use space carefully and safely. They are beginning to be aware of different body shapes and the parts of their bodies that can be used together to move around on, such as hands and feet. Staff move the heavy benches, but children are taught to carry mats correctly themselves. They are confident in their use of a wide range of materials and tools. Their cutting skills are well developed, as was seen when some children cut large card circles for the tops of turrets accurately. Children have limited opportunities for climbing and vigorous play due to the fact that there is no outside play area with large climbing apparatus for their particular use.

## **Creative development**

71 Children make good progress in this area of their learning, although the size of the classroom means that careful planning is essential. Creative activities are integrated into topic work and offer children an exciting range of opportunities to paint, to use collage and junk materials, to build with blocks, use malleable materials, such as dough and clay, and to build large structures. Each activity is planned carefully to enrich and support others. For example, having felt and thought quietly about beautiful stones, children used pastels to draw them and talk about what they had done. The resulting drawings were thoughtful and carefully executed with the pastels used in individual ways. In a similar way the building of junk houses enriches the children's knowledge and understanding of the world, their ability to manipulate materials and to understand their properties. It gives them independence and further develops the social skills of sharing and co-operation. Children sing songs, enjoy listening to music, play percussion instruments and listen to poems and rhymes.

## ENGLISH

72 Standards in English are above the expected level at the end of Year 2 and as expected for pupils' ages at the end of Year 6.

73 The results of the 2001 national tests showed that attainment in Year 2 was well above the national average in reading and close to the average in writing, but that the proportion of pupils attaining the higher Level 3 in writing was well above average. The performance of pupils was well above average in reading and average in writing in comparison with that of pupils in similar schools. In the tests for Year 6 results in 2001 were close to the national average, whereas for the previous three years they had been well above average. However, in 2001 the number of pupils in Year 6 identified as having special educational needs was high, causing the overall standard of attainment to fall. The proportion of pupils attaining the higher Level 5 was close to the national average. Pupils' performance was average in comparison with similar schools.

74 Standards overall are similar to those found at the last inspection. The fluctuation in attainment in Year 6 in 2001 is satisfactorily explained by the difficulty experienced by the particular cohort of pupils. A thorough analysis of test data is carried out by the school and specific areas such as spelling and writing are targeted for improvement. Pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. Pupils with special educational needs make good progress across the school.

75 Pupils enter Year 1 confident and articulate, and they are able to listen well. Many have had a good experience of books and have already begun to read. They have also begun to write. Effective teaching builds on these sound beginnings and by the end of Year 2 pupils are attaining above average standards in all aspects of the subject except writing. Although attainment at the end of Year 6 showed a drop in 2001, pupils make satisfactory progress and by the age of 11 are overall attaining the standards expected for their age.

76 Attainment in speaking and listening is very good throughout the school. Pupils listen to their teachers and peers attentively both in class and in assemblies. They hear a rich variety of stories and poetry. They make sensible and thoughtful contributions to discussions and use interesting vocabulary and phraseology as a matter of course. They interact well with each other while working on projects, for example Year 6 pupils are able to collaborate in a group to present a point of view and to justify an argument. No drama was seen during the inspection but role play areas such as that seen in Year 1 offer pupils the opportunity for speaking and listening and are used to support other curriculum areas such as writing, science and maths. Pupils are frequently asked to think, express an opinion or to articulate their thoughts. Pupils have opportunities to speak and to listen in a variety of interesting contexts, such as the school drama productions.

77 Standards in reading are good in both Year 2 and Year 6. Many children come to school ready to read and very good teaching builds on and consolidates this. Pupils read as a whole class, in groups and individually. A recently introduced phonics scheme has made a significant contribution to pupils' understanding of letter blends and sounds, to their awareness of words and their ability to spell correctly. By the end of Year 2 most read competently and some very well. They use good expression and talk about the story intelligently. They are beginning to be able to locate words in a dictionary and understand the use of contents and index pages, but have too few opportunities to learn how to find a book in the library. By the end of Year 6 most pupils read well and the more able are fluent and expressive. These pupils understand meaning beyond the literal, can discuss points in the story and empathise with characters. Pupils in Year 6 use dictionaries and other reference material competently but have few opportunities to use other reference sources. Very good provision is made for pupils with special

educational needs through supported group work in class and group withdrawal arrangements, and as a result they are given confidence and make good progress in all aspects of the subject.

78 Standards in writing are satisfactory overall, with good standards being achieved by those who are more capable. The recent and on-going focus on spelling and writing, and on planning more specifically for more able pupils, is having a positive effect on attainment. Pupils' awareness of the structure of words gained through their phonics work helps them to spell well and in Years 3 to 6 weekly spelling practice and homework reinforce this. Although pupils are taught to use an agreed handwriting style and the presentation of most of their work is good, there is some inconsistency in teachers' expectations and no clear rules for the use of ink in Years 3 to 6. Pupils have a sound knowledge of appropriate grammar and punctuation, which they use appropriately in their work. Pupils are given exciting and imaginative reasons for writing. Younger pupils write stories, lists, letters and report on events in school life. Later, they write poetry, stories or accounts from different points of view, such as the life of a person transported to Australia, and learn to plan and to draft their work. They learn the importance of expressive and figurative language in making their work persuasive and interesting.

79 The overall quality of teaching is good. It is never less than satisfactory and is often very good. Teachers have a good understanding of how to teach English, using both the phonics scheme and the structure of the National Literacy Strategy as a basis for their work. The similarity of approach used by most staff means that pupils learn and make progress in a structured way. Teachers plan their lessons thoroughly for themselves and for classroom support staff. Introductory and group activities in lessons relate well to each other, so that learning is continually reinforced. Activities are thoughtful and imaginative and are usually targeted at appropriate levels for pupils of differing prior attainment. Lessons are generally brisk, sometimes challenging and often fun, when teachers share their enthusiasm with pupils. Pupils with special educational needs work to detailed individual education plans, which are followed carefully and result in good focused teaching. The commitment and expertise of support staff contribute significantly to these pupils' attainment. The special educational needs co-ordinator has devised an extension programme for more able pupils in Years 3 to 6. These pupils receive extra tuition in English at least every fortnight. In addition, the support team teach booster classes and target individual pupils who need help with spelling or comprehension. Teachers keep detailed, up-to-date records of pupils' attainment. Assessment records kept by support staff are very good indeed.

80 The management of English is satisfactory. The co-ordinator has held the responsibility for some years. She has visited all classes once over the last year and keeps a written record of each visit, which is shared with the teacher in question and the headteacher. As yet these monitoring sessions do not comment on the quality of teaching but focus more on resources or the provision of ideas. The co-ordinator scrutinises test data to identify areas of concern for the whole school and has compiled a portfolio of work at different levels for staff reference. A system of target-setting for pupils has recently been introduced but is in its early stages and is not used consistently throughout the school. The co-ordinator has a sound grasp of what is happening in school.

81 Resources for English are satisfactory. There is a satisfactory selection of big books and group readers for use in the literacy hour but the provision of fiction in classes varies from very good in some to just adequate in others. There is a satisfactory number of dictionaries and other reference books and good use is made of the Somerset library service each term. The library has very recently been moved to a temporary outside classroom, but there has been no time to furnish it or make it attractive yet and pupils are not able to use it independently. The room is also used for other activities, such as story sack time, singing and assemblies.

82 Parents make a significant contribution to pupils' learning in the subject through hearing their children read and completing reading diaries, helping at book fairs and supporting pupils with their homework. Many also help in the classroom, working with groups of pupils.

## **MATHEMATICS**

83 The standards attained by pupils in Years 2 and 6 are as expected for their age. This covers all areas of numeracy and mathematics, which includes number, algebra, space and measures and data handling

84 The 2001 national test results for Year 2 were close to the national average. The results for last year's Year 6 were also close to the national average, although the number of pupils achieving the higher Level 5 was well above average. The trend over the past four years has been improvement in Year 2 with a dip last year and with initial improvement and then a dip in the last two years in Year 6. These dips in results are due to differences in the nature of the group of pupils, there now being a higher proportion of pupils with special educational needs. The higher than national Level 5 results indicate that the more able pupils are attaining their potential. This represents an improvement on the previous inspection, where concerns were expressed about the progress of the more able pupils. Classroom observations and the pupils' work confirm that standards in the present Year 2 and 6 are similar to those at the time of the last inspection. There are no marked differences in the performances of boys and girls. Pupils with special educational needs are supported very well and make good progress.

85 By the end of Year 2, pupils have a sound knowledge of place value to 100, with a few able to solve problems up to 1000. They know some of the properties of two- and three-dimensional shapes and can measure length, time and weight, with some able to use the correct units of measurement. Many can add and subtract simple sums involving money. They are currently learning about adding on and taking away tens and how to recognise right angles, squares and rectangles in everyday situations. Most of the pupils can double and halve a number, add 10, 5, 3 and 2 to a number, and identify odd and even numbers in their calculations.

86 By the end of Year 6, pupils can quickly work out calculations in their heads, and they understand fractions and their links with decimals, percentages, ratios and proportions. They are developing their measuring skills and use and interpret a range of diagrams and charts. They are aware of place value to one million, square numbers, metric and imperial equivalents and can use the correct standard notation in working out problems. They are aware of the concept of probability when investigating data collected and the use of formulas to help calculations. In Year 6 they have a good ability to apply their mathematical knowledge to real life problems. Currently Year 6 are looking at ways of calculating area and perimeter, investigating the links between them and looking for formulas to express these links.

87 The overall quality of teaching and learning throughout the school is good, and there are examples of very good teaching in both infant and junior classes. No unsatisfactory lessons were observed during the inspection, which is an improvement on the last inspection. When teaching is good, the mental sessions are lively, have good pace and all pupils participate fully. In the best lessons, the teachers have a clear idea of their objectives and set realistic, achievable and challenging targets, with all pupils having work set that is matched to their ability. The teachers use and encourage the pupils to use the correct mathematical language and have good subject knowledge.

88 The National Numeracy Strategy has been satisfactorily implemented; all staff have received effective training and the positive impact of the strategy is starting to become evident. The adoption of the strategy has meant that one of the key issues of the last inspection, the lack of a scheme of work for

mathematics, has been addressed. Most numeracy lessons are well structured and give the opportunity for mental mathematics, concept development and the opportunity to reflect on what has been taught. Homework is set and this supports pupils' learning satisfactorily. ICT is not well used to support the pupils' learning; this area now needs to be addressed.

89 There is a satisfactory range of good modern resources that are used well, and this has a positive impact on teaching and learning; this is also an area of improvement since the last inspection, when resources were found to be just adequate. Teachers' planning is good and there is a very good system of assessing, reviewing and targeting pupils' progress. However, at present teachers do not regularly record their evaluation of pupils' work in a lesson to help them in planning the next stage of learning.

90 Pupils enjoy their mathematics; they work well together in groups and behave very well. Their highly positive attitude to the subject is evident throughout the school; when set a task they work hard with excellent levels of interest and concentration.

91 The subject is led by an efficient, experienced and knowledgeable co-ordinator, who has carried out some monitoring of the teaching. This has had some impact on standards but now needs to be extended so as to raise the overall level of teaching to the highest levels seen. The pupils experience the full coverage of the mathematics curriculum, with good emphasis now being placed on their understanding and ability to explain and apply their calculations. The school has made satisfactory improvement since the last inspection.

## **SCIENCE**

92 The standards achieved by pupils in Year 2 are above those expected for their age. They show good knowledge and understanding of the topics covered, but have not yet developed enquiry skills which are better than average. In the National Curriculum teacher assessments of Year 2 pupils in 2001 all pupils achieved the expected level for their age and one third were above this. In Year 6 pupils achieve standards which are average for their age. This broadly reflects the results of national tests in Year 6 in 2001, where scores were close to the national average, although well below the average for schools where there is a similar number of pupils eligible for free school meals. However, both last year and this year's Year 6 have contained a higher than average number of pupils with special educational needs, a good proportion of whom have joined the school since the assessments in Year 2, which explains the apparent drop in standards since the last inspection, when they were above average.

93 In the current Year 2, pupils showed a sound understanding of 'prediction', when they were carrying sources of light, and the fact that light creates shadows. During the inspection pupils in Year 1 showed that they understood well the similarities and differences between different human individuals. This was promoted by the very good range of activities which the teacher planned, starting with a song, followed by pupils working in groups, for example discussing their range of feelings or looking at physical similarities and differences between them.

94 In Year 6 pupils have a good understanding of the differences between plants and animals. They have analysed accurately the contents of their packed lunches, for instance identifying carbohydrates and proteins, and have completed worksheets on lungs, teeth and heart. Opportunities for devising their own format for writing up investigations are limited, although higher attaining pupils have done this well for their work on the refraction of light.

95 Pupils make satisfactory progress as they move through the key stage from Years 3 to 6, as a result of the good teaching they receive. For instance, in Year 3 the teacher encouraged pupils to engage



in a good discussion of their experience of medicines and tobacco by the good relationship she has established with them. This enabled them to share their own feelings on a quite personal level. In Year 4 pupils gained an understanding of enquiry method because of the carefully planned demonstration of an investigation into sound, when pupils had to predict which material would insulate the sound of the teacher's alarm clock most effectively. They found it difficult to define the concept of a fair test, but this was developed more fully in Year 5, where they worked well together in groups to test the strength of different materials when immersed in water.

96 The quality of teaching throughout the school is good. As a result, pupils enjoy their lessons and take part in investigations with interest and enthusiasm. However, sometimes too much use is made of worksheets, which do not allow enough scope for pupils to devise their own methods of recording, and so reinforce the range of writing pupils do. Teachers are careful to emphasise appropriate scientific vocabulary, but more use could be made of ICT to help pupils in the analysis and presentation of their findings, both in written and graphical form; some good examples of this were seen in Year 4. The subject co-ordinator has a good understanding of the need for development and has devised a suitable scheme of work for the subject. He is shortly to begin a programme of monitoring of teaching. He has also been responsible for the creation of a wildlife area in the school's grounds, which is a good resource for learning.

## **ART AND DESIGN**

97 The standards achieved by pupils in Years 2 and 6 are as expected for their age. They produce work in modelling and in colour mixing of above average quality. National curriculum requirements are met in investigating and making and in the development of pupils' knowledge and understanding of art and artists, although a more systematic approach to this area is needed. All pupils, including those with special educational needs make sound progress. These findings are similar to those in the last inspection report.

98 Art and design is taught both as a discrete subject and in conjunction with other subjects. In Years 1 and 2 pupils experience a good range of media including paint, pastel, chalk and clay. They learn to achieve different effects by combining media, for example in placing silhouettes on a sunset background of soft colours. Pupils in Year 1 paint owls, clearly thinking carefully about the application of paint to achieve the effect of feathers. They print, using junk materials, stencils and in one instance in Year 2 the exciting use of a daffodil itself. Pupils are taught to mix colours in a systematic way and some of the youngest are knowledgeable about how to make different tones and shades. They are taught to think carefully about their work.

99 In Years 3 to 6 the quality of art and design varies and is dependent upon individual teachers. In some classes very little art and design is seen other than illustrative or topic related work. However, pupils in Year 4 had made coats of arms for their own families and effective papier mâché masks as part of their topic on the Tudors. Pupils in Year 5 had made exciting papier mâché figures of the Iron Woman. Some expressive clay figures were seen in Year 3, which after firing in the school's kiln, are painted and glazed. These are very well done. ICT is incorporated into the art and design syllabus through the use of the Dazzle program throughout the school and the Flair program in Year 4.

100 Because of timetabling difficulties it was only possible to see two lessons during the inspection. These, and the scrutiny of pupils' work and of display and photographs, indicate that the quality of teaching is satisfactory overall with some instances of good teaching. In both the lessons observed teachers encouraged pupils to be thoughtful about their work, and reinforced good practice. Pupils are enthusiastic and concentrate very well. Teachers throughout the school have sound subject knowledge and the work of the school is enhanced by visiting artists and craftspeople

101 Standards in art are promoted by dedicated teachers who enjoy the subject and work hard. The subject co-ordinator has been in post for some years and is very enthusiastic about her subject. However, the lack of a scheme of work to ensure that all the programmes of study are covered in a systematic way means that there is currently no way of ensuring that all pupils are taught artistic skills and knowledge in a progressive way throughout the school. This is a matter on which there has been no progress since the last inspection.

## **DESIGN AND TECHNOLOGY**

102 The standards achieved in design and technology by pupils in Years 2 and 6 are below those expected for their age. This is largely because teachers do not plan activities which develop pupils' skills systematically as they progress through the school.

103 Pupils from Year 2 talk about how they recycled yoghurt pots with feathers to make a bird, but there was no evidence of their evaluating this design. However, pupils in Year 1 have produced a range of designs for gloves of different kinds. They have been aware of the purpose for which the gloves were to be used, for instance going to a dance, and used a range of materials and techniques, such as sewing and sticking. There has been no clear progress from Year 1 to Year 2.

104 At the time of the inspection Year 6 pupils had just started their design for a timing device and showed satisfactory skills in drawing up their plans. They can remember designing buggies in Year 5 but not thinking how they could have improved their designs after seeing the outcome. Pupils in Year 3 designed and made cards for Mothering Sunday, using the pop-up techniques they had learned previously. They had also visited a pizza chain, where they had designed (and eaten) their own pizza. Pupils in Year 4 designed games which required the use of an electrical circuit. There is no evidence that pupils have systematically built upon their previous learning as they have moved from Year 3 to Year 6.

105 There was no opportunity to observe lessons in Years 1 or 2. In the two lessons seen from Years 3 to 6 teaching was satisfactory overall. Teachers have a good understanding of the subject, and devise projects which interest the pupils. For instance in Year 6 the teacher discussed a range of possible timing devices, involving sand, water or a rolling ball before letting pupils loose on their own designs. However, the lack of an overall scheme for the subject means that teachers cannot systematically build on what has gone before, so pupils do not learn as well as they might. Despite this, pupils maintain their interest and behave well in lessons. They work well on their own when required to do so.

106 Because of the co-ordinator's absence, there has been no clear plan for the development of the subject, and standards have declined since the last inspection, when they were 'above average'. The issue of developing a scheme of work highlighted in the last inspection report has not yet been addressed, although the school has recognised that the subject is a priority.

## **GEOGRAPHY**

107 The standards achieved by the pupils in Years 2 and 6 are what is expected for their age. All pupils, make satisfactory progress in their learning.

108 Map-work is taught throughout the school and the progression of the skills of being able to use and read maps is evident; this has been achieved through thorough planning and teaching. In Year 1 the pupils are studying how to draw and use a map, with the links between a plan and a map being taught as well as the need for a key to explain the necessary symbols. Year 2 pupils are looking at life in a remote and imaginary island in Scotland. They understand the differences between human and physical features, how to use maps and models of the island and the use of the points of a compass.

109 Year 6 pupils have a sound knowledge of the world, the continents and the different climate zones. They are able to discuss environmental issues and can comment on ways to improve their local area. They are familiar and confident in the use of atlases and globes. Currently they are studying Europe, with good use of atlases to reinforce their map-work skills. Work seen in the other classrooms and displays indicate that much good work on environmental issues has been completed.

110 The quality of teaching is good. The management of pupils and time is very good, the work is challenging, with the correct use of geographical language, and the pace of lessons is brisk; consequently the pupils learn well. They are attentive and well-behaved, and the lesson objectives are achieved. The pupils enjoy their geography, work well together and no bad behaviour was seen.

111 A programme of work is followed which is a combination of a professional scheme and the school's own planning; it includes the teaching of the skills of geographical interpretation and the use of source materials. Teachers make good use of local resources, visitors and visits, and these opportunities enrich the curriculum. There are also good, planned opportunities for cross-curricular links with history, with numeracy through co-ordinates in map-work, and with literacy through written and spoken presentations of ideas. Some use is made of ICT, with displays of finished work, but this is an area which needs to be further developed.

112 The subject makes a very good contribution to the pupil's cultural development by extending their knowledge of the world and its peoples' present and past. Their awareness of social and moral issues, particularly in their environmental studies is being very well developed. The level of resources is satisfactory and the subject is led by a keen, enthusiastic and knowledgeable co-ordinator, although there is at present very little monitoring of the teaching of the subject.

## **HISTORY**

113 Because of the nature of the school's timetable, only two lessons of history were seen during the week of the inspection. Inspection evidence is therefore based on the analysis of pupils' work in books, displays, interviews with teachers and pupils and the two lessons.

114 The standards achieved by the pupils in history are what are expected for their age. Both boys and girls, including those with special educational needs, make good gains in their learning. The school has maintained the standards seen at the last inspection.

115 In Year 2 the pupils understand about time lines, different generations and the toys used by children in the past. By Year 6, the pupils develop their knowledge and understanding of the lives of people in different periods, for example by looking at clothes worn in the past, from visits to places of local historical importance, looking at houses, transport, schools and household objects from long ago. The teaching technique of putting pupils into the situation of a historical researcher and asking them to explain their reactions to historical evidence brings the past alive and makes the subject more interesting. By the end of Year 6, pupils have a satisfactory knowledge of key dates, periods and events in British history. They are currently studying Ancient Greece and developing their research skills. The skills of looking at photographs of objects from the past and finding out what they can tell us about the past and their reliability as sources of accurate information are taught well and understood.

116 With only two lessons of history seen it was not possible to judge the overall quality of teaching. The teaching motivates the pupils, who in turn apply themselves very well, complete a good quantity of work and show much interest in their history. This was well illustrated in both the lessons seen, where the teachers focused the pupils well on the task of looking at sources of evidence and developing their sense of time and the position of well known events in an historical time-scale. In a very good lesson the teacher used local census information to enhance greatly the pupils' knowledge of their village in Victorian times. The pupils enjoy their history, work well together and no bad behaviour was seen.

117 A programme of work is followed which is a combination of a professional scheme and the school's own planning. It includes the teaching of the skills of historical interpretation and the use of source materials. The school makes good use of the local museum service, with loans of artefacts and visits by museum staff. As part of the planned curriculum, the pupils have many good opportunities to visit local places of historical interest, that greatly enrich and add to their knowledge of history.

118 The subject makes a very good contribution to the pupils' cultural development by extending their knowledge of their local heritage and the world and its peoples, present and past. It also contributes to their awareness of social and moral issues. The level of resources is satisfactory and the subject is led by a keen, enthusiastic and knowledgeable co-ordinator. There is now a need to develop the role of the co-ordinator in monitoring the teaching of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

119 The standards achieved by pupils in Years 2 and 6 are below those expected for their age. This is largely because pupils do not have regular access to all the elements of the ICT curriculum, including the use of the Internet and electronic mail but also because the computers at present in classrooms do not make it easy for teachers to teach skills directly. A new computer suite has been prepared, which will be equipped with enough up-to-date computers to enable teachers to teach the whole class, but their installation had been delayed by the timing of the inspection. However, there is also a lack of confidence among some teachers to use the equipment which is already in place, for instance to enable pupils to work independently in other subjects.

120 By the end of Year 2 pupils have used computers to play games which develop their understanding of mathematics and have also had some experience of word-processing. They know, for instance, how to use the space bar and capital lock key, but they do not have regular opportunities to learn or develop their skills, and they do not use computers to help their learning in other subjects. They do not use computers to give instructions or to explore what might happen, for instance in an adventure game.

121 Pupils in Year 6 use word-processing and graphics, for instance in their 'personal factfile' or to present their poetry on 'More Cargoes', but this work is not any more advanced than that of pupils in Year 4, who use computers regularly, for instance to present their science investigations. Year 6 pupils also use computers to compose a short piece of music with a regular pulse, using a music program, but less able pupils need help from more experienced ones in this. Pupils are not currently using control and monitoring technology. In discussion, they said that they generally had more advanced equipment at home than was available in school at the time of the inspection.

122 Little direct teaching was observed, and it is not possible to make an overall judgement on the quality of teaching in the school. However, the lack of regular use of computers in some classes and widely in other subjects suggests that teachers lack confidence, although they have all undertaken the basic training. Where teachers are confident in the use of ICT, for instance in Year 4, pupils make good progress, but this is not sustained throughout the school. Pupils work well together when they work in

pairs and also show that they are able to work independently of the teacher, but their learning is limited by the lack of opportunity and the deficiencies of some of the classroom hardware.

123 The subject co-ordinator is well aware of the shortcomings in the subject and also realises that they will not be overcome just by the installation of the new equipment. There is a detailed development plan, which has as its aim to raise standards across the curriculum by the use of ICT as well as the continuation of the training of teachers to use it more effectively. This is now an urgent priority for the school. It is an area where progress since the last inspection has been unsatisfactory.

## **MUSIC**

124 Standards in music are satisfactory at the end of Year 2 and good at the end of Year 6.

125 By the end of Year 2 pupils sing pleasantly. They know about high and low notes and understand the term pitch. They are familiar with the properties of untuned percussion instruments and can select suitable instruments for a particular function, for example to represent trees in the wood or the wolf in the story of Red Riding Hood. They are able to use correct musical terminology and to name instruments. They co-operate well, take turns, and listen to music intently, for example when entering or leaving assembly. Music is sometimes played as a background to another lesson, for example to create the feeling of spring in a Year 1 painting lesson. It is also played quietly as the background to prayer in assembly. Pupils of all abilities enjoy their music.

126 By the end of Year 6, pupils have had a wide range of musical experiences and attainment is good. Pupils sing delightfully both in class lessons and in the choir, striving to improve their performance. They are taught the difference that pitch, clear enunciation and the effect of sustaining notes at the end of phrases has on the quality of performance. In one very good lesson, the addition of different rhythms played on untuned instruments to a basic beat resulted in an exciting musical experience. Pupils make good progress from Year 3 to Year 6.

127 The school choir is open to pupils of all abilities; it holds practices in school time and attracts both girls and boys. The choir sings at different functions in the local area. School staff teach the recorder to different groups and peripatetic music teachers visit each week, enabling about 50 pupils to learn a variety of instruments. When they have attained a degree of competence, they join the school orchestra, which is taken each week before school by the music co-ordinator. Their performance is impressive. The orchestra gives a concert for parents each year and plays on other occasions in the local community. Pupils who play an instrument sometimes provide the music as others come into assembly, which provides practice in performing for them and is an example to their peers. Good use is made of ICT for musical composition in Year 6.

128 The quality of teaching is good overall, with some examples of very good teaching. Most teachers, particularly in the lower part of the school, have secure subject knowledge. Where subject knowledge is less secure, good use is made of radio programmes and of teachers supporting each other.

129 The subject is well led by a co-ordinator who is a musician herself and who has high expectations for the pupils' musical development. She is very professional in her approach; pupils respond accordingly and make good progress. Although teachers are confident in their teaching of the subject, the co-ordinator is investigating the introduction of a scheme of work so that all aspects of the programmes of study are covered in a systematic way and progression is assured. This is a matter which has not been fully addressed since the last inspection. Also there is currently no systematic assessment of attainment in music.

130 Resources for music are satisfactory and are in good condition. They are stored in a number of places and are not easily accessible, but this is largely due to difficulties with space. The music curriculum is enriched by pupils' involvement in school and community productions and by visiting musicians and trips to outside events.

## **PHYSICAL EDUCATION**

131 The standards of achievement in physical education in Year 2 and Year 6 are as expected for pupils' ages. Pupils experience the full range of activities. The skills and tactics of all major outdoor games are taught during the course of a year. In gymnastics, movement and games lessons, all pupils make good progress in the development of their skills. They are taught to work collaboratively throughout the school. Swimming is part of the curriculum; pupils make good progress and enjoy the sessions. All pupils achieve the national target of being able to swim 25 metres by the end of Year 6.

132 Pupils are encouraged to warm up, and are aware of the importance of exercise and safety. They are also taught to cool down correctly at the end of a period of exercise. All teachers provide good role models by changing for the lessons and all of the pupils change into suitable clothing.

133 In Year 2 the pupils learn to improve their movement and dance skills, by practising small sequences and then putting them together to perform a circle dance. Currently the Year 4 pupils are learning a Tudor dance that links well with their work in history. In both years the pupils are encouraged to listen to the music and are able to respond by clapping and moving in time to the beat and rhythm.

134 In Years 5 and 6 pupils practise and improve their ball skills in small games situations. In Year 5 the skills needed in hockey of striking, stopping and controlling the ball are taught. In Year 6 ball-handling skills associated with netball and basketball are practised. In both years the pupils learn the necessary skills in a non-competitive situation, then improve them by being placed in a more competitive game. Here, under the pressure of an opponent, there is a need for speed, and so their skills are practised and performance improved. In all lessons pupils are made aware of the need for safety in physical education, and also improve their performance by evaluation and discussion.

135 Overall the quality of teaching is good, with some examples of very good teaching. The school has maintained the good level of teaching seen at the last inspection. Teachers encourage pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. All pupils enjoy physical education, their response is good and no bad behaviour was seen. Two outdoor lessons were observed on damp, cold, gloomy February afternoons, and yet all the pupils thoroughly enjoyed participating in the sessions and kept warm and active.

136 Lessons are planned well and gradually develop the skill or sequence that is the objective. Teachers have good subject knowledge, give clear instructions that emphasise how improvements can be made and give encouraging and appropriate praise. The school has a satisfactory range of modern resources and equipment that is used well. The lack of a scheme of work, which was criticised at the last inspection, has been rectified by the purchase of a professional scheme from another local authority.

137 The provision for extra-curricular activities is very good. There is a large range of after-school sports activities with matches and tournaments; the school has been successful in this competitive aspect. The subject is led well by an enthusiastic, hard-working and committed co-ordinator.

## **RELIGIOUS EDUCATION**

138 Religious education is reported on separately in a diocesan (Section 23) inspection.