

INSPECTION REPORT

STOKE ST GREGORY CE PRIMARY SCHOOL

Stoke St. Gregory, Taunton

LEA area: Somerset

Unique reference number:123802

Headteacher: Mr. M. Ellis

Reporting inspector: Mrs. Margaret Britton
17678

Dates of inspection: 27th-29th September 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary school
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Willey Road, Stoke St. Gregory Taunton, Somerset
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Christopher Rowley
Date of previous inspection:	July 1996

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Margaret Britton 17678	Registered inspector	Mathematics	What sort of school is it?
		Information and communication technology	What should the school do to improve further?
		Design and technology	The school's results and achievements
		Geography	How well are pupils taught?
		Music	How well is the school is led and managed?
		Physical education	
		Special educational needs	
		Equal opportunities	
		English as an additional language	
Margaret Morrissey 9769	Lay inspector		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?
Margaret Palmer 20646	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Science	
		Art and design	
		History	
		Religious education	
		Areas of learning for children in the Foundation Stage	

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small primary school with 77 pupils on roll. The pupils come from the village of Stoke St. Gregory and the surrounding farms and neighbouring villages. They are drawn from a variety of social backgrounds but there are no pupils from an ethnic minority. The percentage of adults with higher education qualifications is a little below the national average. Eleven pupils (14 per cent) are on the school's register of special educational needs and of these pupils none have a statement. This is below the national average. Nine pupils (12 per cent) are eligible for free school meals. This is below the percentage found nationally. The results of baseline assessments carried out when children begin school in the reception class show that the majority achieve typical levels for four-year-olds in all areas of their development and children's attainment on entry to school is similar to the county average.

HOW GOOD THE SCHOOL IS

This is an effective school in which pupils achieve high standards in English, mathematics and science by the end of Key Stage 2. The quality of teaching is satisfactory overall and there are examples of good and better teaching in 43 percent of lessons. The quality of teaching is poor in nine percent of lessons. The leadership provided by the headteacher and governing body is good. They have a good understanding of the strengths and weaknesses of the school and a clear vision for bringing about improvements. The day-to-day management of the school is efficient. Although the pupils achieve high standards, the cost per pupil is high and the school is therefore judged to provide satisfactory value for money.

What the school does well

- Results in English, mathematics and science by the end of Key Stage 2 are high.
- The provision and standards in music are very good at both key stages.
- The strength and quality of the leadership provided by the headteacher and governing body.
- The very strong commitment of the staff.
- The school's very good capacity for improvement.
- Levels of attendance are very high.

What could be improved

- The provision for children under five in the reception class.
- The standards pupils, including those with special educational needs, achieve across the curriculum.
- The quality and use of assessment information to provide a curriculum which is closely matched to the learning needs of the pupils.
- Systems for monitoring pupils academic and personal progress.
- The identification of and planning for pupils with special educational needs.
- The coordinators' role in monitoring the quality of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996. Satisfactory progress has been made towards the five key issues for improvement. For example, the quality of the information provided for parents is now satisfactory and the school's expectations for homework are made clear. Better use is currently made of the school development plan as a management tool but not all the criteria set in the key issue have been met. The school has been successful in making improvements to the accommodation by providing indoor toilets for the pupils and some appropriate equipment is now provided for physical education lessons. Spiritual development is still satisfactorily promoted but has not improved significantly since the last inspection. Some improvements have been made in establishing procedures for the personal care and welfare of pupils. No progress towards the issue to devise a detailed scheme of work for children under five is evident and this is a major shortcoming in the educational provision. Over the last school year the teachers have worked hard to devise schemes of work for National Curriculum subjects and these are now being implemented. Significant improvements have been made since the appointment of the new headteacher. For example, financial controls have been established, improvements have been made to teachers' planning and relevant priorities for improvement have been identified. Staff have a positive attitude to working together to bring about improvements to the quality of education.

STANDARDS

Because fewer than eleven pupils were assessed in the national end of key stage tests in 1999, no detailed comparisons with the national results or with those achieved by similar schools are published. Pupils in Key Stage 2 generally make at least satisfactory and sometimes good progress in English, mathematics and science. The results of the national end of Key Stage 2 tests for 1999 show that standards in English, mathematics and science are high. The pupils achieved particularly high standards in mathematics and science. There is no significant difference in the performance of boys and girls.

By the time they were five years old, almost all the children in the reception class in 1999 to 2000 achieved the levels described by the national desirable learning outcomes for children aged five. Some achieved levels within the Key Stage 1 programmes of study in some parts of their learning. The assessment of the current reception cohort had not been completed at the time of the inspection but inspection evidence indicates that by the end of the foundation stage, children are likely to achieve the early learning goals if satisfactory provision is put in place.

(National changes mean that the age-related desirable learning outcomes for children aged five were replaced by the early learning goals in September 2000. The early learning goals set out what most children are expected to achieve by the end of the reception year. The foundation stage includes children aged from three to five years olds. The last year of the foundation stage is the reception year.)

Pupils make at least satisfactory progress throughout Key Stage 1 in reading, writing and mathematics. The results of the national end of Key Stage 1 tests for 1999 show that most pupils achieved the expected level (Level 2) in reading, writing and mathematics. Standards in writing were particularly high and a significant percentage of pupils reached the higher level (Level 3). However, in mathematics, few pupils reached Level 3. The results of the end of key stage tests in 2000 indicate that standards have been maintained overall and that there is some improvement in mathematics.

There are particular strengths in standards in music at both key stages. The school sets appropriately challenging targets for improving standards in the national end of key stage tests. Pupils generally make at least satisfactory progress and achieve standards in line with their abilities but some opportunities for greater progress are missed because teachers' planning does not consistently include well matched learning aims. This also a shortcoming in the individual education plans for pupils with special educational needs which limits their progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school, pupils have good attitudes to learning, to one another and to the adults who work with them. They are generally enthusiastic, enjoy learning and sustain their concentration well. A few older pupils do not consistently have a positive attitude to learning and this slows their rate of progress.
Behaviour, in and out of classrooms	Pupils' behaviour is good.
Personal development and relationships	Pupil's personal development is satisfactory and they take responsibility for their own learning when they have the opportunity. They co-operate well when they work in pairs and small groups.
Attendance	Levels of attendance are very high.

Children in the foundation stage behave very well and are eager to learn even when the activities offered to them are not stimulating. They relate very well to one another and to the adults. Pupils in Key Stage 1 work willingly and concentrate for considerable periods. Some pupils at upper Key Stage 2 do not have good independent work habits but these are improving with the teachers' use of a variety of strategies.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. In 17 percent of lessons, the quality of teaching is very good, in 26 percent it is good and in 48 percent of lessons it is satisfactory. In the remaining nine percent of lessons, the quality of teaching is poor. The poor teaching was of the children under five. During the inspection, these children were assessed but no teaching took place. There were no previous plans for teaching and none available for the future. This is a serious shortcoming in the provision.

The very good teaching was in music at both key stages and in physical education and science at Key Stage 2. The quality of teaching in English and mathematics is at least satisfactory throughout the school and there are examples of good teaching in Key Stage 2. The skills of literacy and numeracy are taught satisfactorily across the curriculum and most pupils achieve good standards by the end of Key Stage 2. Where the quality of teaching is very good, the plans for teaching have clear learning aims for different groups of pupils based on their prior attainment. In these lessons pupils of all abilities make good progress because they are well challenged by the tasks.

The school is not meeting the needs of the children under five. The needs of pupils, including those with special educational needs, in both key stages are met satisfactorily overall but the teaching is not consistently well matched to the pupils' learning needs.

The quality of learning is poor in the foundation stage and satisfactory at both key stages.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for pupils in Key Stage 1 and Key Stage 2 is satisfactorily broad, balanced and relevant and includes all the subjects of the National Curriculum and religious education. There is no planned curriculum for children under five. This is a serious shortcoming and has a negative impact on children's progress.
Provision for pupils with special educational needs	Satisfactory provision is made for these pupils. The individual education plans lack specific targets for pupils to achieve and insufficient account is taken of their needs in teachers' lesson plans. This slows pupils' rate of progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils' spiritual and cultural development is promoted satisfactorily. Pupils' moral and social development is promoted well and this is evident in their good behaviour and positive attitudes to school and to one another.
How well the school cares for its pupils	The school provides a good level of care for the pupils. Child protection arrangements are satisfactory and comply with statutory requirements and local guidelines. Procedures for monitoring good behaviour and promoting positive attitudes to others are good.

The school's partnership with parents is good. Parents are encouraged to support children's learning at home and are now beginning to receive more information about their child's progress. They are generally pleased with the quality of education provided and the standards achieved by their children. The provision for children under five is poor because there is no written curriculum which shows how the six areas of learning are to be taught. The policy for Early Years education has not been updated since 1995. The curriculum for pupils in Key Stage 1 and Key Stage 2 meets statutory requirements. The curriculum for music is very well planned to meet the requirements of the National Curriculum and to build on pupils' prior learning. The specialist teaching for music has a positive impact on standards and makes the subject a strength of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has been in post for only three weeks and has made an impressive start in providing good leadership for the school. Management systems have been significantly improved and the headteacher is clear about what needs to be done in the short and longer-term in order to improve the quality of education.
How well the governors fulfil their responsibilities	The governors carry out their statutory roles and responsibilities well. They provide strong and well informed leadership for the school and are very supportive of the changes the new headteacher is making to the management of the school.
The school's evaluation of its performance	The governors and staff analyse the results of end of key stage tests and are aware of strengths and weaknesses in the standards achieved. However, there is no evidence of any other formal evaluation of the school's performance or of the impact of changes brought about by the school development planning process.
The strategic use of resources	Funds are appropriately allocated to support school improvement targets and the skills of teaching staff are well matched to the age group they teach and the subjects for which they are responsible.

The school has sufficient well qualified and experienced teaching staff and a generous number of support staff. The classroom accommodation is good but there is no separate outdoor play area for the children in the foundation stage and inappropriate cloakroom provision for the pupils in Year 5 and Year 6. The quality and range of learning resources is good for most subjects. There is a shortage of large apparatus for physical education and this limits the progress the oldest pupils can make in gymnastics.

The strength of the leadership provided by the governing body over the recent period of change in the school has had a positive impact on the sense of educational direction for the school. The recently appointed headteacher has already had a very positive impact on the day-to day management and organisation of the school. He has the complete support of the staff and there is every indication that, under his leadership, they have the commitment to work together to make improvements to the educational provision. The governors and head teacher have a good understanding of the principles of best value and apply them to the decisions they make.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teachers expect the children to work hard. • Their children like school. • The good quality of the teaching throughout the school. • The children's good behaviour in school. 	<ul style="list-style-type: none"> • The range of activities that the school provides for their children. • The quality and frequency of the information about their children's progress. • The way in which the school works with parents. Some parents would like the links to be closer.

Parents are very supportive of the school and are generally pleased with the education their children receive. The inspectors agree with most of the parents' positive views of the school. Although there are examples of good and very good teaching, the teaching for children in the foundation stage is poor. Although parents are generally happy with their communications with the school, a significant percentage would like to receive more information about their children's progress so that they can work more closely with the teachers in helping their children to make progress. The inspectors agree that this would be a good improvement. The inspectors do not agree that the range of activities for pupils is limited. The school provides an interesting range of activities in lessons including educational visits. The curriculum is enhanced by a variety of after-school activities for pupils in Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children start school in the reception class, the results of assessments carried out in the first half term show that in 1999 most children reached levels in line with the county average in personal and social, language and mathematical areas of learning. By the time they were five years old, almost all the children reached the levels described by the national desirable learning outcomes for children of that age. Many children achieved levels within the National Curriculum programmes of study for pupils in Key Stage 1. They achieved these standards despite shortcomings in the provision. The assessment of the current reception cohort had not been completed at the time of the inspection. Inspection evidence indicates that, by the end of their first year in school (the end of the foundation stage), children are likely to achieve the national early learning goals. *(National changes mean that the age-related desirable learning outcomes for children aged five were replaced by the early learning goals in September 2000. The early learning goals set out what most children are expected to achieve by the end of the reception year. The foundation stage includes children aged from three to five years old. The last year of the foundation stage is the reception year.)*
2. In 1999, pupils achieved high standards in the national end of Key Stage 1 tests in reading and very high standards in writing. In the most recent statutory tests, all pupils attained the nationally expected level in reading and writing, with a high proportion attaining higher standards in reading. However, no pupils attained the higher level in writing. The results of teacher assessments show that most pupils who reached the level expected nationally for seven-year-olds in speaking and listening. The results in mathematics are broadly average. The school appropriately identified mathematics as a target for improvement and introduced some new resources. There is insufficient evidence, as yet, to support a judgement on the impact this change may have had on standards although the staff believe that this has been instrumental in bringing about better results in the tests in 2000. Teacher assessments of pupils' achievements in science at the end of Key Stage 1 in 1999 show that standards were very high at the expected level but, very low at the higher level. However results of the most recent statutory teacher assessments in science at Key Stage 1 reflect some improvement on the previous year's results, with an increased proportion of pupils attaining the higher standard.
3. The number of pupils in each year group is small and this means that there is considerable variation in the percentages from year to year. For example, one pupil in a cohort of ten represents ten percentage points and an individual pupil's performance can, therefore, have a major impact on the overall results. Even so, the school has maintained standards close to the national average in reading and mathematics between 1996 and 1999. Standards in writing improved at above the national trend from 1998 to 1999. Between 1996 and 1999, and in comparison to the national averages, there is no significant difference between the performance of boys and girls in reading, writing or mathematics.
4. Overall, standards achieved by pupils at the end of Key Stage 2 in 1999 were high in English and science and very high in mathematics. The results of statutory tests in English at the end of Key Stage 2 in 1999 show that pupils reached high standards. In the National Curriculum tests in 2000, most pupils attained the expected level in

English, with a very high proportion achieving higher standards. In mathematics, the results of the end of Key Stage 2 tests for 1999, show that standards were high and that significant percentage of pupils reached the higher level (Level 5). Over the three years from 1997 to 1999, there was an overall trend of improvement in mathematics that is close to the national trend. The results of the tests in 2000 show that most pupils reached the expected levels, and a minority reached Level 5. In the end of Key Stage 2 tests in 1999, standards in science were very high and a significant percentage of pupils achieved Level 5. Results of the most recent statutory tests at Key Stage 2 reflect some improvement on the previous year's results, with an increased proportion of pupils attaining the higher standard. Even though small numbers of pupils in each cohort often results in big variations in the results of these tests and assessments, there has been a trend of steady improvement in results at the end of Key Stage 2 over the last four years. There is no significant difference in the performance of boys and girls in English, mathematics and science.

5. Over the last four years, although standards have varied because of the small number of pupils in the year group, there has been an overall trend of improvement in reading at both key stages. Results in English overall at Key Stage 2 have varied in recent years, but the most recent results show a marked improvement on those of 1999. Standards in writing are below those of reading, most markedly at Key Stage 1 and the beginning of Key Stage 2. This has been recognised by the school and strategies are being developed for the improvement of writing skills at all stages.
6. Over the period 1996 to 1999, the school has maintained standards above the national average in English, mathematics and science. Standards in English and mathematics have been variable over this period. This is likely to be because of the differences in the range of ability in each of the small cohorts. However, in science, there has been a steady upward trend in line with the national trend of improvement. There is evidence that the quality of the teaching at upper Key Stage 2 has had a significant impact on standards in this subject.
7. Inspection evidence shows that the majority of pupils in Year 2 and Year 6 attain levels at least in line with those expected nationally for their age in English, mathematics and science. Many pupils reach levels higher than those expected for their age in reading at Key Stage 1 and in English, mathematics and science at Key Stage 2. The school identified mathematics as a target for improvement at Key Stage 1 and the use of new teaching materials and the introduction of the national strategy for numeracy are beginning to have a positive impact on pupils' progress.
8. Pupils with special educational needs are identified early and broad targets are set for them in their individual education plans. However, the targets are not sufficiently specific to help the teachers to plan well matched programmes of work for pupils. Pupils generally make satisfactory progress but because of shortcomings in the individual education plans, opportunities for improvement are sometimes missed and this slows the rate of progress and limits pupils' overall levels of achievement.
9. The headteacher, teachers and governors have made use of the results of tests and other teacher assessments to set realistically ambitious targets for the results of the end of key stage tests. Support with homework from parents is used effectively to boost standards, particularly in reading.

10. Standards in mathematics have been enhanced by the introduction of elements of the national strategy for numeracy. Standards in mental mathematics have shown most improvement. The implementation of the national literacy strategy has taken place this term so it is too early to judge its impact on standards. The success of the school's own strategy for teaching literacy has been effective and this is reflected by standards in the end of key stage tests and assessments.
11. In music, pupils at the end of both key stages achieve levels above those expected nationally for the age group. In information technology pupils achieve the levels expected nationally for their age at the end of each key stage. Standards in religious education are in line with those expected by the locally agreed syllabus at the end of both key stages. In art and design, design and technology, geography, history and physical education pupils achieve the levels expected nationally at the end of each key stage. There are no significant differences in the standards achieved by boys or girls.

Pupils' attitudes, values and personal development

12. All pupils are keen to come to school; this is reflected in the high rate of attendance. Overall pupils' attitudes to learning are good. Reception children have settled well but they have yet to develop purposeful attitudes to formal work. They respond well to each other in class, share resources and listen attentively to the teacher. All pupils are beginning to respond to the newly introduced circle time, which is used to develop relationships and good attitudes.
13. The majority of pupils in Key Stages 1 and 2 have good attitudes to work. They enjoy learning and are very articulate. They work particularly well when teaching is challenging, however there is a small number of pupils in upper Key Stage 2 who are not totally challenged and do not always apply themselves fully to their work. In lessons concentration was good, pupils take a pride in their work, they are keen to share their achievement with each other and applaud good work. Most are well motivated, become thoroughly absorbed in their work and can sustain their enthusiasm throughout the whole lesson. This was evident in all lessons, particularly when teaching was good.
14. Parents are happy with the attitudes and values the school promotes. They say that attitudes and values are promoted in a positive way and pupils are encouraged to support others. They are pleased with the way older pupils are taught to care for the younger children and those less fortunate.
15. Behaviour in the school is good and there is no evidence of oppressive behaviour. Behaviour in the playground is good but sometimes the older children are rather boisterous for the under fives who share the same playground.
16. Pupils understand and observe the code of conduct expected for classrooms around the school and in the playground. This was seen to be so during the inspection, confirming the views of parents who have a strong appreciation of the positive strategies used by the school to promote good behaviour and in the way pupils are motivated by the rewards given for good behaviour.

17. Relationships within the school are good. Teachers and pupils relate well to one another in a friendly relaxed manner. Children are listened to and treated as equals by teachers who are still firm and in control. This enables pupils quickly to learn right from wrong and sets the ethos of the school.
18. Pupils' personal development is satisfactory. All are given a range of responsibility within the classroom; even the youngest children act as register and classroom monitors. Responsibilities gradually develop through the school and by Year 5 and 6 pupils help with reception children at lunchtimes and generally around the school. The older pupils who undertake responsibilities discharge them well. There is a good ethos in the school. This is built on in circle time and is now providing opportunities for pupils to develop independence in their learning and as individuals in the school community.
19. Attendance is high and well above the national average. Punctuality is good and has improved this term. There have been no exclusions in the last year.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is satisfactory overall. In 17 percent of lessons, the quality of teaching is very good, in 26 percent it is good and in 48 percent of lessons it is satisfactory. In the remaining nine percent of lessons, the quality of teaching is poor. The poor teaching was of the children under five. The very good teaching was in music at both key stages and in physical education and science at Key Stage 2. The quality of teaching is not as good as at the time of the last inspection when it was judged to be of high quality and very good in a quarter of lessons. This is the result of the lack of educational direction provided over the period since the previous inspection. There is no evidence of a system for monitoring and evaluating teaching and learning and, consequently, no evidence of guidance for staff on, for example, improving their planning or extending their teaching strategies.
21. The quality of teaching for children under five is poor. During the inspection the children were not taught and they had not been taught new skills since they had started school at the beginning of the term. The teacher had planned only to assess the children using the local education authority's baseline assessment materials believing that it was inappropriate to teach the children anything if the assessment of children's attainment on entry was to be accurate. In the absence of the class teacher, the supply teacher followed the plans provided and worked with the Key Stage 1 pupils in the class while the baseline assessments were carried out very competently by the two classroom assistants. Between the assessment tasks the children played freely with construction toys, small world play and the home corner. On one occasion, painting was offered. No learning was planned for the children and they made no significant progress. There is no scheme of work and no plans for teaching in place although the teacher has designed new formats for planning. There was no previous planning available for inspection. There is little indication that the teaching provision for these children includes all six areas of learning on a regular basis. Valuable opportunities to build on children's prior attainment and to set positive attitudes to learning are missed and children's progress towards the early learning goals is delayed. The classroom assistants have established appropriate routines for the children that are helping them to settle into school. The assistants interact sensitively with individual children and with the group and have developed a good rapport with them.

22. The quality of teaching for pupils in Key Stage 1 is satisfactory and there are examples of good and occasionally very good teaching. The quality of teaching in English, mathematics and science is satisfactory. In physical education the quality of teaching is good and in music it is very good. A small sample of lessons seen in history, geography, art and religious education, and a sample of pupils' work support the judgement that the quality of teaching is at least satisfactory in these subjects. The skills of literacy and numeracy are satisfactorily taught across the curriculum.
23. At Key Stage 2, the quality of teaching is good overall and there are examples of very good teaching. The quality of teaching in English and mathematics is good. In science, physical education and music the quality of teaching is very good. A small sample of lessons seen in history, geography, art and religious education a sample of pupils' work and discussions with groups of pupils support the judgement that the quality of teaching is at least satisfactory in these subjects. It was not possible to see any lessons in design and technology but the sample of pupils' work and discussions with pupils support the judgement that the quality of teaching is at least satisfactory and likely to be good at Key Stage 2. The skills of literacy and numeracy are satisfactorily taught across the curriculum.
24. In information technology, the teachers' planning, observations of individual pupils using computers and discussions with groups of pupils indicate that the quality of teaching is at least satisfactory throughout the school.
25. Where the quality of teaching is very good, lessons are well planned and managed. The teachers make strong links with pupils' earlier learning and focus the learning aims for the lesson on the differing needs of groups of pupils. They have good subject knowledge that results in high expectations for pupils' achievements. They are confident and enthusiastic and the teaching provides a high level of challenge for the pupils. For example, in a science lesson at Key Stage 2, questions are used well to promote pupils' thinking skills. These lessons are also characterised by the teachers' high expectations for the pupils' involvement, effort and attitude to learning. Effective intervention in the learning, for example, in a physical education lesson at Key Stage 2, helps the pupils to improve their performance of a sequence of movements and enables them to make good progress in the lesson. Where teachers use a wide range of teaching strategies such as exposition, discussion and group or paired work, pupils are well motivated and concentrate throughout the lesson. This was seen in the music lessons at both key stages.
26. The most significant shortcomings in teaching occur when the plans for teaching identify learning needs for groups of pupils by National Curriculum year group, rather than on the assessment of pupils' prior attainment. This leads to inappropriate learning aims and challenge for some pupils in every group. This has a negative impact on pupils' progress in the lesson and over time. Opportunities are sometimes missed to involve pupils in their learning. For example, in physical education lessons at both key stages, pupils were not asked to evaluate their own performance or that of others in order to identify strengths and points for improvement. The sample of pupils' work from all the classes revealed that, although work is marked regularly, there is very limited use of this assessment as the basis for plans for the next learning.

27. The provision for pupils with special educational needs is satisfactory and they make some progress towards the broad targets set for them in their individual education plans. The targets for improvement in their individual education plans are not sufficiently focussed on small steps in learning to help the class teachers plan the most appropriate activities for these pupils. This means that they do not make consistent progress over time.
28. The quality of learning for children under five is poor because there is insufficient planned teaching to build on their prior attainment when they start school. They concentrate well and practise skills in the limited range of unstructured play activities offered. For example, as they play with construction toys or in the role-play area the children learn to relate to one another, share equipment and take turns. They have good attitudes to work and are eager to become involved in any of the activities that are offered. When they work with the adults on the assessment tasks they are consolidating their understanding of number or of letter sounds and shapes. A sample of work in language and literacy and mathematics from the last academic year shows insufficient progress throughout the year for pupils of all abilities. The children appear to have been given the same tasks no matter what their ability. This means that the higher attainers are insufficiently challenged and lower attainers are unable to complete the tasks successfully.
29. The quality of learning is satisfactory at both Key Stage 1 and Key Stage 2. Pupils generally make satisfactory progress towards the learning aims for the lesson. They make the best progress where the learning aims for the lesson are very specific. They are helped to make good progress when the teacher tells them what the purpose of the activity is and what they are to learn from carrying it out. This promotes positive attitudes to learning and levels of concentration are good in these lessons. In some lessons, the teacher over-directs the pupils by, for example, providing photocopied work sheets rather than requiring the pupils to devise their own ways of recording their information or independently retrieving information. This limits the opportunities for pupils to develop independent learning skills. A few pupils at upper Key Stage 2 do not have consistently positive attitudes to work. They are sometimes inattentive and the pace of their work is slow. This was evident, for example, in lessons in mathematics and music.

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

30. At Key Stages 1 and 2, the school offers an appropriately broad and balanced curriculum that meets the requirements of the National Curriculum in all core and foundation subjects and fulfils the requirements of the locally Agreed Syllabus in religious education. These findings reflect those of the previous inspection. However, there is no planned curriculum for children entering the school in the foundation stage. This is a major shortcoming in curriculum provision. Not enough progress has been made since the last inspection.
31. During the inspection, the quality and range of learning opportunities offered to children in the foundation stage was poor. The assessment activities presented little challenge or opportunity for children to explore and select materials and activities planned to stimulate their curiosity and learning. There were no opportunities for some areas of learning, for example, creative development and knowledge and understanding of the world. There was no teachers' planning from the last academic

year or for the future to demonstrate that children have access to a curriculum incorporating all six areas of learning during the foundation stage.

32. At Key Stages 1 and 2, high priority is afforded to English and mathematics in the time allocated to each subject. Throughout the school the strategies for teaching literacy and numeracy skills are sound overall, with reading being particularly well promoted. The national strategies for literacy and numeracy have now been introduced and form the basis of teachers' planning. Recent developments also ensure that national guidance is being incorporated into schemes of work and planning for subjects across the curriculum. However, these developments have not been in place long enough for their impact on pupils' learning to be identified.
33. Sound provision is in place for promoting pupils' personal, social and health education. Also, initiatives such as "circle time" sessions are being introduced to enable pupils to learn about themselves and their relationships with others. Sex education is taught principally through carefully planned sessions for pupils in upper Key Stage 2. Appropriate arrangements are established for raising pupils' awareness of the dangers of drug misuse. A valuable link is established with the local secondary school for activities that include role-play work with an educational theatre group. Occasional visits to school from members of the local health authority, a fire officer and the community policeman, make a positive contribution to pupils' learning about keeping healthy and safe.
34. Pupils have full and equal access to the curriculum regardless of gender. Provision for pupils with special educational needs is satisfactory. Pupils' needs are identified early and individual education plans are written to set targets for their progress. However, these targets are very broad and do not specify exactly what it is the pupil needs to learn in order to make progress. For example, a target such as "to improve reading skills" gives an insufficiently clear description of the child's specific problem. Consequently, it is difficult for the teacher to plan to teach the skills the child needs in order to make progress or to assess any improvement made. As a result, pupils do not make as much progress as they might. The school's special educational needs register is kept up to date but individual pupil records are not kept together and this makes it difficult to access information about their progress over time. The special educational needs co-ordinator involves the educational psychologist and other professionals from the local education authority appropriately to support the school's work with the pupils. For example, good use is made of the regular meetings with the educational psychologist to identify appropriate support for the pupils. Parents are kept informed of their child's progress.
35. A range of visits, such as those to Bee World, a wild bird reserve and a water treatment works enrich the curriculum and successfully promote pupils' interest and involvement. The pupils directly benefit from the sponsorship of a road crossing patrol man by a local firm and the newly appointed headteacher has plans to extend involvement with the local community at various levels. Links with the local secondary school include joint musical activities and appropriate arrangements are in place to ensure pupils' smooth transition at the end of Year 6. With the active support of parents, the school offers a range of opportunities for extra-curricular activities, including music and sports. Additional opportunities are offered for French, as well as tennis and cricket coaching in the course of the year. Peripatetic instrumental music tuition is also available. This provision makes a positive contribution to pupils' motivation and learning.

36. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. This reflects the findings of the previous inspection. Pupils' moral and social development is well promoted through a range of activities which reflect the values expressed in the school's aims. Provision for pupils' spiritual and cultural development is satisfactory. However, there has been insufficient improvement in the promotion of pupils' spiritual development since the last inspection when it was identified as a key issue for action.
37. The school provides appropriate insight into Christian values in religious education lessons and assemblies. Opportunities exist for local Christian ministers to work closely with the school and make a more valuable contribution in this area. Pupils have opportunities to join in prayer and sing hymn at assemblies and hymn practices. However, moments of quiet stillness and opportunities to reflect and develop self-knowledge are fleeting and often without a visual focus to promote pupils' thoughtfulness. Opportunities are missed for promoting a sense of awe and appreciation of the natural world; for example, when pupils used halves of fruit for printing which revealed a pattern inside the fruit.
38. The provision for pupils' moral development is good. Members of staff are consistent in their application and promotion of the school's code of conduct, with its emphasis on positive encouragement of appropriate behaviour. From their earliest days in school, pupils are successfully made aware of what is expected of them and the difference between right and wrong. Good behaviour and pupils' personal achievements are consistently encouraged and recognised, notably in the Friday Assembly each week. Regularly in assemblies and religious education lessons, worthwhile consideration is given to such moral issues as, "showing respect" and "being selfish". Much of the school's provision is embedded in its everyday life and teaching. The headteacher and staff provide good role models and consistently treat pupils, other members of the school community and each other with respect.
39. Arrangements for promoting pupils' social development are good. Supportive and constructive relationships between pupils and teachers successfully promote pupils' self esteem and social interaction. Assemblies and class topics often focus on such themes as "friendship" and "sharing" and pupils frequently work collaboratively in small and larger groups, for example, in English and religious education. Pupils are given opportunities to develop a sense of responsibility. These increase as they move through the school, from taking registers to the office to organising the music at assemblies and acting as librarians. Teamwork and a sense of fair play are appropriately promoted through team games and inter-school football and netball matches. Older pupils also have opportunities to develop their skills of social interaction by participating in a residential outdoor venture trip to Kilve Court.
40. The cultural dimension of pupils' development is soundly promoted overall. Pupils learn about their cultural heritage through their work in history and participation in such events as the traditional "egg shackling ceremony". Pupils also benefit from visits, such as those to the Rural Life Museum and classical music concert at Wells Cathedral School. Pupils' knowledge of composers is promoted well, through listening to music at assemblies and in music lessons. Pupils have some limited experience of the work of famous artists, such as Picasso but their knowledge of famous artists is not well developed. In religious education, pupils learn of major world faiths, including Hinduism, and gain some knowledge of festivals celebrated during the year. These activities make a limited, though worthwhile, contribution towards raising pupils' awareness of the many cultures represented in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Since the last inspection the school has maintained the provision for pupils' health, safety and well being. Parents are happy with the support and guidance offered and with the new initiatives in place to raise pupils' awareness of the need to set and work to targets to improve their academic achievement. These have only been in place since the beginning of term.
42. The school cares effectively for its pupils' welfare and safety. Procedures for inducting pupils into the school and the transfer to secondary school are good. Parents say they work effectively and pupils benefit from the care taken by the school.
43. Child protection arrangements are satisfactory and comply with statutory requirements and local guidelines. Procedures for monitoring good behaviour and for ensuring that oppressive behaviour is eliminated are good and well known to pupils and parents who receive information in the school prospectus to support the work carried out by teachers in the school. The behaviour policy has a good balance of rewards and pupils know sanctions and class Golden Rules.
44. Health and safety provision is good, and has been monitored by the new head teacher who has requested a local authority risk assessment to be carried out. All equipment is well maintained with recorded checks. During the inspection no new health and safety concerns were noted. There are clear notices in classrooms to support procedures and to promote health, safety, first aid and fire evacuation, and drills are taken regularly and recorded.
45. A designated member of staff with a current first aid certificate is the school first aider and provision is good. All serious accidents and head injuries are reported and recorded.
46. The school successfully promotes healthy and safe living through a good programme for personal social and health education. Suitable emphasis is also placed on safety. For example, pupils are well aware of safe procedures especially in inclement weather when they cope with steps to a de-mountable classroom.
47. Procedures for monitoring and improving attendance are good and are adhered to. Registers are correctly completed both morning and afternoon and returned to the school office. There is informal daily monitoring each day by class teachers and formal weekly monitoring by the school secretary and head teacher. If needed the school works with the education welfare officer on any attendance issues.
48. The school's procedures for assessing pupils' attainment and progress are satisfactory but the use of assessment information, including marking, to guide plans for teaching and learning is unsatisfactory.
49. The local education authority's baseline assessment is carried out when children first start school in the reception year and the statutory end of key stage tests are used as required. In addition the school has made use of other standardised tests in reading and spelling and has begun to use the national optional tests for pupils in Year 4. However, insufficient use has been made of the results of these tests and assessments to plan for teaching and learning with the result that tasks are not

always well matched to the needs of pupils. For example, the data has not been used to set individual or group targets for improvement. This means that there are also shortcomings in using assessment to identify the specific needs of pupils with special educational needs.

50. Good links with the pre-school play group, visits to school and a meeting with parents give the teacher opportunities to begin the assessment process before the children start school. During the first eight weeks in school, the children's achievements in personal and social development, language and literacy skills and mathematical concepts are assessed using the local education authority's baseline assessment materials. This is carried out in great detail by the classroom assistants under the direction of the class teacher. A misunderstanding of the use of baseline assessment has led the teacher to focus educational time solely on assessment during the first half term rather than carrying out the assessment as a natural part of the teaching. The valuable information gathered from parents and the pre-school play group is not used to identify an appropriate starting point for teaching and assessing each child. The use of assessment information to guide the plans for teaching and learning for children under five is unsatisfactory.
51. Throughout the school, samples of pupils' work are kept on an annual basis to monitor and record their progress. Although some of these samples are dated, this is not carried out consistently and as a result does not provide a clear record of pupils' progress. The teachers have some experience of working together to establish a consensus about the different levels of attainment in the subjects of the National Curriculum and there are some examples amongst the records but this is not well developed. This term, the headteacher has introduced a new planning framework which helps teachers to include specific learning and assessment aims for groups of pupils of differing prior attainment. This is helping staff to understand how they can use day-to-day assessment to promote pupils' progress. This has the potential to improve the use of assessment at both key stages.
52. The school's system for recording and monitoring pupils' academic progress is unmanageable because of the detail required for each pupil. Entries are rarely dated and this does not provide a coherent or useful picture of the progress of individual pupils or groups of pupils. Although the staff know the pupils well, there is no formal or systematic approach to monitoring or recording pupils' personal development and this is a shortcoming, particularly for pupils who experience social, behavioural or emotional difficulties.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The partnership with parents is good. Parents are encouraged to support children's learning at home and are now beginning to receive more information about their child's progress. They are generally pleased with the quality of education provided and the standards achieved by their children. The majority feel informed on all aspects of the schools' life and their children's education and are confident the new head teacher will provide more personal contact and allow them to become fully involved in the work of the school.

54. The quality and quantity of information provided for parents are improving. An overview of the curriculum is provided at the start of the school year; this will now be extended to each term. The school prospectus has useful information but does not give information on national curriculum subjects and is to be reviewed. Through a range of other methods, including parents' evenings, the governors' annual report to parents, a monthly newsletter and other letters from the head teacher, there is a clear communication between home and school. This is further supported through parental involvement with homework and daily informal contact with teachers before and after school. Home School Agreements are in place and have been signed by parents. Parents are very supportive of the school. They help during the school day, on school visits and trips and particularly by running after school clubs. Parents support homework; this includes reading with children and spellings.
55. The very active parent teachers association raises considerable funds for the school to support pupils' learning and to provide social functions for both adults and children and include the village community
56. Overall the partnership between parents and the school enhances both the provision for learning and the relationships between staff, pupils, parents and the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher and governing body provide good leadership for the school. They are developing an appropriate and effective management structure where the roles of the governors and headteacher are clearly established and understood. The school is now in a good position to enhance the educational provision by fully implementing and adapting the useful policies and procedures that have been developed for subjects and aspects of the school.
58. The headteacher provides enthusiastic and reflective leadership for the school. He has just taken up the post this term but already has a very clear view of the strengths and weaknesses of the school and a clear and well expressed vision for school improvement. He has already made a number of changes that have brought about significant improvements. For example, systems for the care, health and safety of pupils have been tightened up and in some instances introduced where there were previously no agreed procedures. This has made staff feel much more secure and purposeful in their work with the pupils. He has also had an immediate and positive impact on the quality of teaching by introducing a form for lesson plans which includes learning objectives. He demonstrates strong commitment to promoting good communications and positive relationships with pupils, parents and staff. In a very short time, the headteacher has identified an appropriate agenda for school improvement through an examination of school documents, a programme of classroom observations and discussions with staff and governors. The headteacher provides good leadership and management and has been effective in creating a strong sense of teamwork in a very short period.
59. An appropriate set of aims and values is satisfactorily reflected in the work of the school. These consist of aims to promote pupils' mental, physical, moral and social development and to ensure that children achieve their potential. The school is successful in promoting pupils' achievement by the end of Key Stage 2. However, the provision for children under five does not reflect the school's aims satisfactorily

because of shortcomings in teaching and the curriculum. The school's philosophies about the promotion of equal opportunities are fully implemented and evident in all aspects of the school's work. The school complies fully with relevant legislation.

60. The staff are very committed to the school and eager to work with the new headteacher to address shortcomings in the educational provision and management systems in the school. They have worked very hard over the previous academic year to write schemes of work and update school policies on a range of issues which they had identified as being in need of development. Responsibilities for subject leadership and for aspects of the school's work have been delegated for some time but some staff are over-loaded and some readjustment is planned to match the workload to the skills and expertise of the staff. What is being considered by the headteacher is a more appropriate division of responsibilities that will provide teachers with opportunities for individual professional development.
61. There is no evidence of a planned or systematic approach to judging the strengths and relative weaknesses of the school prior to the arrival of the new headteacher. The teachers with responsibility for the leadership of a subject or aspect have had no opportunities to monitor and evaluate the work of their colleagues. They have provided support and advice for their colleagues and have managed the subject resources well. Although they have been released to attend courses, they have not benefited from a structured approach to professional development to promote their subject and management skills. This shortcoming in leadership and management has been identified by the headteacher and is a target for improvement.
62. The governing body fulfils all its statutory roles and responsibilities and provides good leadership for the school. Governors have a clear understanding of their role and responsibilities and how they complement those of the headteacher. They have a good sense of the strengths and weaknesses of the school through their personal contact with the school and the close professional relationship which is developing with the headteacher. They have provided a very strong lead in providing a strong sense of direction for the school over the last term. For example, they have taken responsibility for drawing up an interim development plan for June 2000 to March 2001. They are aware that the standards pupils attain compare very well with national standards and with other schools in the area and are eager to maintain and improve the high standards and good reputation. Governors are appropriately involved in setting targets in terms of pupils' performance in national tests for the end of key stage tests. Individual governors provide valuable expertise in their work on the committees for curriculum and personnel and for finance.
63. The teachers and governors have been responsible for drawing up the current school development plan as an interim measure to provide the new headteacher with a framework for action. The initiatives included in the school development plan are relevant. Time targets are set and responsibilities for leadership of the initiatives are identified; funding implications are indicated and responsibilities for monitoring progress towards the targets are allocated. Some of the tasks needed to bring about the improvements are listed but they are not sufficiently specific and this leads to the plan being over-ambitious for the time available. The success criteria tend to describe the completion of a task rather than being specific and measurable and this makes it difficult for the school to identify the extent and impact of the development

on standards and provision. Although governors have a good understanding of 'best value' principles and use them when making decisions about spending, there is insufficient use of success criteria to evaluate the impact of the spending on standards and provision.

64. A system for monitoring and evaluating the quality of teaching and learning has just been started by the new headteacher. He has carried out classroom observations, checked teachers' planning and examined a sample of work. These activities have helped him to identify the most urgent improvements needed in teaching and learning and action has already been taken, for example, to require teachers to include learning objectives in their lesson plans and to match the work to the differing needs of pupils. There is no evidence that the literacy and numeracy coordinators have carried out a systematic programme of classroom observations since the introduction of the national strategies.
65. There is no established system for the appraisal of teaching or support staff. The headteacher and governing body are preparing to introduce Performance Management during this school year.
66. Governors are fully informed of the provision for pupils with special educational needs. The governors' annual report to parents fulfils the requirements of the Code of Practice for special educational needs. The co-ordinator maintains the school's register of special educational needs and provides support for her colleagues by helping them to write pupils' individual education plans and reviewing their progress towards the targets for improvement. She has good links with the educational psychologist and other support staff within the local education authority. Class teachers and support staff work together well to provide support for pupils with special educational needs. Their work is less effective than it might because the targets for improvement in the individual education plans are not sufficiently clearly focused to identify, for example, the next small step in learning or the strategy to be used to raise a child's self esteem.
67. The governing body fulfils its financial planning role satisfactorily. Educational priorities are satisfactorily supported and the finance committee makes good use of all available forecast information. They take advice from the local education authority's finance officer and have a very good understanding of the current budget situation. They have clear priorities for spending decisions and base these on their knowledge of the school. The budget is monitored regularly and specific funds and grants, for example, standards funds, are used for their designated purpose. The expenditure per pupil is well above the national average for primary schools and a little higher than typical levels for schools of a similar size.
68. Systems for financial control are now secure. A recent auditor's report identified many shortcomings in the accounting systems and checks. At the time of the last inspection, the financial control mechanisms were judged to be effective so this indicates a deterioration in standards in the period since 1996. The governing body and headteacher have quickly introduced appropriate financial controls and have sought advice from the local education authority's finance officer. There is no other auditor's report available so it is unclear for how long this situation has existed.

69. School administration tasks are carried out efficiently but the division of roles and responsibilities is being reviewed this term in order to create more efficient use of the headteacher's and secretary's time and skills. The day-to-day organisation of the school is unobtrusive and the school runs smoothly. The administrative and support staff provide very good support for the headteacher and staff enabling them to focus on their work with the children. Satisfactory use is made of information and communications technology to support the management of finances and administration.
70. There is an appropriate number of teachers who are suitably qualified and effectively deployed. There is a generous number of support staff who are satisfactorily deployed. The staff relate well to one another and have the potential to work as an effective team once roles are clearly allocated, expectations made clear and appropriate training is provided. All teaching staff have had access to training although this has not always been planned to link with the school development plan. Support staff have had no access to training but are eager to improve their skills. The headteacher has begun to identify appropriate training for them.
71. The classroom accommodation in the main building and in the mobile classroom is good and is well maintained. The staff enhance the building with attractive displays of pupils' work. There is no separate outdoor play area for children in the foundation stage who are taught in Class 1. This shortcoming was identified by the previous inspection but no progress has been made towards improving this provision. The oldest pupils hang up their coats and leave their lunch boxes in the bicycle shed that is open to the elements on one side. This is inappropriate accommodation. The quality and quantity of learning resources are good for most subjects. They are appropriately stored and generally easily accessible. The school has many reading scheme books that take up valuable space in the classrooms and are not arranged to create an exciting reading environment. The library has an adequate range of books to support pupils in their research skills.
72. The school's capacity for improvement is judged to be very good because of the commitment and good communications between the headteacher, staff and governors. They have a clear understanding of what needs to be done in order to bring about improvement.
73. At the time of the last inspection, the school was given five key issues for improvement. There has been satisfactory progress overall towards these targets for improvement. For example, the school has been successful in making improvements to the accommodation by providing indoor toilets for the pupils and appropriate equipment is now provided for physical education lessons. The quality of the information provided for parents is now satisfactory and the school's expectations for homework are made clear. Better use is currently made of the school development plan as a management tool but not all the criteria set in the key issue have been met. Spiritual development is still satisfactorily promoted so the school has maintained the quality of this provision. Some improvements have been made in establishing procedures for the personal care and welfare of pupils. No progress is evident towards the issue to devise a detailed scheme of work for children under five and this is a major shortcoming in the educational provision. Throughout the period since the last inspection the school has maintained and improved standards in the core subjects despite the slow progress towards these improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to raise standards and improve the educational provision the headteacher, governors and staff should work together to:

- i) Improve the provision for children in the Foundation Stage by:
- Devising and implementing a curriculum that ensures that all six areas of learning are taught and children are enabled to make consistent progress towards the early learning goals to be reached by children by the end of the reception year.
 - Using the information from parents and from the pre-school play-group as a basis for identifying an appropriate starting point in the curriculum and in the local education authority's baseline assessment during the children's first few days in school.
 - Ensuring that the plans for teaching include clear learning objectives that are well matched to the children's prior attainment identified through baseline assessment and the staff's observations of the children.
 - Providing a learning environment that enables children to be taught and assessed through practical activities and well structured play in all six areas of learning.

Paragraphs: 21, 28, 31, 50, 71, 75-85

- ii) Improve the quality and use of assessment at all levels of curriculum planning in all the subjects of the National Curriculum and religious education by:
- In the short-term, developing the use of marking and other forms of day-to-day assessment to pinpoint the next steps in pupils' learning.
 - At the medium-term stage, using the learning aims as guidance for assessing pupils' progress and identifying the range of difficulty that needs to be planned for the subsequent teaching and learning.
 - Developing the use of a range of assessment techniques and tools to identify the specific learning goals for pupils with special educational needs including those who are gifted and talented so that the targets for improvement in their individual education plans are achievable and measurable.
 - In the longer-term, using the results of the end of key stage tests, other formal assessments and the information from the subject leaders' monitoring and evaluation activities to inform decisions in planning the content of the curriculum.

Paragraphs : 26, 48-52, 64, 92, 98, 101, 103, 112, 118, 124, 128, 139, 145

Minor issue

The headteacher and governing body may like to consider including the following less urgent issue for inclusion in their action plan.

Develop the role of subject leaders in monitoring and evaluating the pupils' standards of attainment and the quality of teaching and learning in order to recognise success and identify areas for improvement.

Paragraph: 61, 64

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	26	48	0	9	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	77
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	11

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	0
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 and Key Stage 2

The results of the national end of Key Stage 1 and Key Stage 2 tests are not reported because there were fewer than eleven pupils in each of the year groups.

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	0
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)	5
Number of pupils per qualified teacher	15
Average class size	26

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	45

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
	£
Total income	163,346
Total expenditure	168,758
Expenditure per pupil	2,010
Balance brought forward from previous year	12,660
Balance carried forward to next year	7,248

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	70
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	0
My child is making good progress in school.	49	41	8	0	3
Behaviour in the school is good.	49	43	0	0	8
My child gets the right amount of work to do at home.	38	51	5	0	5
The teaching is good.	62	30	0	0	8
I am kept well informed about how my child is getting on.	41	43	14	0	3
I would feel comfortable about approaching the school with questions or a problem.	59	30	11	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	41	46	5	8	0
The school is well led and managed.	46	41	0	0	14
The school is helping my child become mature and responsible.	46	43	5	0	5
The school provides an interesting range of activities outside lessons.	35	32	27	3	3

Summary of parents' and carers' responses

Parents are very supportive of the school. They are particularly pleased that their children enjoy school and that they are expected to work hard. Parents judge the quality of teaching to be good. A significant percentage of parents do not agree that the school provides pupils with an interesting range of activities outside lessons. Some parents do not feel that they are kept sufficiently well informed of their children's progress and some feel uncomfortable about approaching the school with a question or a problem. Most of those who recorded a "don't know" response were parents of children who had just started school in the reception class. They pointed out that they did not have sufficient experience to enable them to form a judgement.

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

75. Children join the school in the September before their fifth birthday. They visit school twice as part of the induction programme, which includes a meeting for parents and visits to the local playgroup by the class teacher. These arrangements enable children to be introduced to school and links with home to be established. At the time of the inspection there were 12 children under five and one five-year-old in the reception year group. The children are in their fourth week of part-time attendance at school. They are taught in the same class as Year 1 and Year 2 pupils and attend school for mornings only during their first half term. During this time baseline assessment is planned by the class teacher and carried out by the classroom assistants. Previous results indicate that children's attainment on entry to school is similar to the county average. No teaching input is planned for this period. This is a major shortcoming in the provision for children in the foundation stage. There is no evidence of improvement since the last inspection when provision for the age group was identified as a key issue for action.
76. The teacher's previous and forward planning for the age group was not available for scrutiny and much of the children's work in the sample provided was undated. Consequently, it is not possible to securely identify children's rate of learning or the stepping stones they are likely to reach as they progress through the foundation stage. However, inspection evidence indicates that by the end of their first year in school children are likely to achieve the early learning goals for children in the Foundation Stage. The evidence includes the observation of children being assessed, their participation in a very limited range of unstructured play activities and a scrutiny of completed work. These findings broadly reflect those of the previous inspection when children were judged to be attaining the standards expected for their age group.
77. As yet no children with particular needs have been identified for specific support. Knowledge of children's prior attainment gained during the induction period and their time in school has not been used to guide planning for teaching and learning. Consequently pupils' progress overall is poorly promoted.
78. No teaching was planned or took place in the course of the inspection. There was also inadequate planning and provision for children's learning. Teaching in all areas of learning is, therefore, judged to be poor. Two classroom assistants work with the children in the foundation stage. They give consistently sensitive support and encouragement, enabling the children to settle securely into school life.

Personal, social and emotional development

79. Children are happy and settled. Most are confident in their response to activities and daily routines. They are well motivated and show concentration when asked to complete assessment tasks. Those children not engaged in this way share play equipment co-operatively and help to tidy it away at the end of the session. Although these activities are limited, unstructured and lack challenge, children maintain their interest well. Currently pupils do not participate in lessons with the rest of their class,

but when moving around school, as when they go to assembly, they follow instructions and are sensible. However, they have little opportunity to show initiative or carry out tasks independently. Their behaviour is very good both indoors and outside during playtime.

Communication, language and literacy

80. Children enjoy sharing books with adults. Most confidently "tell" the story from the pictures and some are beginning to recognise familiar words and some sounds. They take a book to share at home each day. Parents support their children well and this has a positive impact on their interest and learning. Records are maintained which indicate the books children have read, but these are not sufficiently detailed to be used as a basis for the planning of children's work. During the inspection children were not provided with structured opportunities for further communication, language and literacy development in the classroom. In particular, no stimulating situations were planned to enable children to explore imaginative language in role-play nor to provide children with access and opportunity to reinforce and extend their skills through independent mark making or writing. Scrutiny of previously completed work indicates that by the end of their reception year most children achieve standards in writing in line with the Early Learning Goals for children of this age. With varying degrees of adult support they begin to express their ideas in writing, using short phrases or simple sentences. However, evidence indicates that tasks do not sufficiently match and appropriately challenge children across the range of abilities within the class. Also, although children practise letter formation, there is insufficient guidance from the teacher and children make limited progress overall in developing handwriting skills.

Mathematical development

81. In the course of their assessment, children concentrate very well when putting bears in order of size and sorting objects into sets according to their shape. They enjoy counting and a few demonstrate good skills. These findings broadly reflect the results of 1999 Baseline Assessment, when children's mathematical development was above the county average. However, scrutiny of completed work indicates that by the end of the reception year children's attainment is broadly in line with that expected for their age. Children therefore make unsatisfactory progress in their mathematical learning. By the end of their first year they demonstrate a sense of number, order and sequence. Most count, recognise and record numbers to ten or more. Some children begin to add numbers within ten. They recreate simple patterns and accurately use terms such as "long" and "short". There is limited evidence of tasks being consistently well matched to children's prior attainment in order to present appropriate challenge, with identical worksheets being completed by pupils of a range of abilities.
82. In the course of the inspection, children had no access to planned, first-hand practical experiences to reinforce and extend their counting skills and promote their use of appropriate mathematical language. Provision for pupils' mathematical development is poor and does not promote the development of children's mathematical understanding.

Knowledge and understanding of the world

83. The classroom has not been developed well as a place to stimulate children's curiosity and learning; for example, there is little to encourage children to listen, touch, feel and explore. Children are not consistently encouraged to ask and answer questions and to review what they have seen and done. In the course of the inspection, children enjoyed learning about the properties of play dough by handling it. They applied themselves to this activity well. Although the computer was switched on, it was not used to support children's learning.

Physical development

84. In the classroom, children move around confidently and control their actions well. They are well co-ordinated and confidently fit together the pieces of a construction set. They handle pencils appropriately in the course of assessment tasks and demonstrate appropriate manipulative skills when rolling play dough and moulding it into a range of shapes. During the inspection, no indoor or outdoor provision was made to promote children's physical development by enabling them to develop an awareness of space, move freely, travel, balance and climb. Children in the foundation stage do not have ready access to a secure outdoor area. At break time they join the rest of the school on the playground. However, opportunities for learning are lost as no activities are planned to offer appropriate challenges and promote their physical development. No progress has been made since the last inspection, when attention was drawn to the restricted space and lack of access to outside, which prevented children from benefiting from regular physical activity.

Creative development

85. In assembly children learn to sing along with, and carry out the actions to, a range of songs and simple hymns. Work around the classroom shows children's paintings of themselves. Completed work indicates that children in their reception year have experience of cutting and sticking and making collage using paper and fabric. During the inspection, children had no opportunities to express their feelings through the use of musical instruments or dance. They have limited access to a range of materials and tools with which to communicate their ideas; for example, during the inspection children had access to paints on one occasion. The previous inspection highlighted the lack of a permanent art and craft area. No progress has been made in improving provision for children's creative development.

ENGLISH

86. The majority of pupils at both key stages demonstrate speaking and listening skills at nationally expected standards. However, although most pupils speak with fluency, a small number at both key stages lack clarity and confidence in their speech. At Key Stage 1, most pupils are reading at the expected level for their age, with a significant minority on course to exceed the nationally expected level at the end of the key stage. Pupils' writing skills are less well developed, with the majority working within the expected level. At Key Stage 2, the majority of pupils are reading and writing at the expected level for their age, although standards at the beginning of the key stage are lower overall. At the end of the key stage, most pupils are in line to attain the nationally expected level in English, with a high proportion in line to exceed this

standard. These findings broadly reflect those of the previous inspection, when pupils' overall performance was found to be good, with the majority of pupils consistently attaining the expected levels. There are no significant differences in the progress of pupils of different gender or background. At both key stages pupils with special educational needs make sound progress. However, as learning targets in their individual education plans are too broad, support is insufficiently well focused and opportunities are lost for pupils to make greater progress in lessons when they receive support.

87. The number of pupils in each cohort is generally less than 15 which means that the results of the end of key stage tests can vary considerably according to the achievements of the pupils. In 1999, the results of the National Curriculum tests at the end of Key Stage 1 show that the standards pupils achieved were high in reading and very high in writing. In the most recent statutory tests, all pupils attained the nationally expected level in reading and writing, with a high proportion attaining higher standards in reading. However, no pupils attained the higher level in writing. The results of statutory tests in English at the end of Key Stage 2 in 1999 show that pupils reached high standards. In the most recent National Curriculum tests, most pupils attained the expected level in English, with a very high proportion achieving higher standards. Over the last four years, although standards have varied because of the small number of pupils in the year group, there has been an overall trend of improvement in reading at both key stages. Results in English overall at Key Stage 2 have varied in recent years, but the most recent results show a marked improvement on those of 1999. Standards in writing are below those of reading, most markedly at Key Stage 1 and the beginning of Key Stage 2. This has been recognised by the school and strategies are being developed for the improvement of writing skills at all stages.
88. Year 2 pupils listen attentively and contribute appropriately, when talking about the sequence of events in a story. Most convey their ideas in simple and clear terms. By Year 6, pupils listen with concentration and understanding for an increased length of time, in lessons and in assemblies. They respond to teachers' well-targeted questions and develop their ideas thoughtfully, for example, when explaining the differences between a biography and an autobiography. They demonstrate an increasing vocabulary, with a minority appropriately using terms such as "chronological" and "quotation" when discussing the shared text. However, a small number of pupils are tentative and display a lack of skill and clarity when asked to express their own opinions or predict a possible outcome.
89. From the earliest days in school, pupils are encouraged to take books home regularly. Pupils are well supported at home and this has a positive impact on their reading progress. Pupils of all ages enjoy being read to and also join in readily with group reading as part of the Literacy Hour. In Year 2, pupils of average and above average attainment are reading with confidence and understanding. They have strategies for using the sounds of letters and other clues in the text to help with unfamiliar words. They are beginning to correct themselves when they make a mistake. Their use of expression is developing well. Lower attaining pupils approach familiar texts with enthusiasm. They have an increasing sight vocabulary and, with support, are developing their knowledge of phonics as well as pictorial and contextual clues to establish the meaning of new words, although they frequently need support in this. By the end of Key Stage 2, the great majority of pupils are keen readers who read independently with increasing accuracy and fluency. They readily discuss the characters and key events of their current reading books,

sometimes making appropriate references to the text to support their views. However, they often need support and encouragement when using their developing skills of inference and deduction. At both key stages, pupils have experience of a range of texts, including non-fiction. They learn to use contents and index pages appropriately and by Key Stage 2 most pupils demonstrate competent skills in locating required books and information in the school library, either independently or with a little help.

90. In writing, most Year 2 pupils express their ideas in appropriately sequenced phrases or simple sentences, sometimes with correct basic spelling and punctuation. Most pupils' writing is often limited in length. The range of writing experiences is not always wide enough to promote the full range of pupils' skills and some activities are insufficiently challenging for pupils of varying abilities within the group. For example, when pupils are required to supply short phrases or a single sentence, rather than expressing themselves more fully in independent writing. Scrutiny of pupils' completed work indicates that their handwriting improves at the upper end of Key Stage 1 and is in line with the expected standard by the end of Year 2. By Year 6, most pupils write confidently for a range of purposes and in a variety of formats, including letters, instructions, play scripts, creative prose and occasional poetry. They have experience of planning their writing, as a means of organising and developing their ideas, and readily express a good range of ideas. When given the opportunity to write at length, many pupils demonstrate increasing skills in the use of complex sentences, accurate punctuation within sentences and paragraphs. Pupils usually present their work well, writing in a neat, joined script across the range of their work.
91. Pupils transfer their speaking and listening skills satisfactorily to other areas of the curriculum, such as personal and social education sessions. In a recently introduced Year 6 "circle time", for example, most pupils listened thoughtfully, understood the purpose of the activity and responded appropriately, although a small number of pupils lacked self-assurance in the situation. Pupils also have occasional, valuable opportunities to speak formally to a wider audience, as when they present their work on Harvest Festival in the parish church. As pupils move through the school they have increasing opportunities to practise and extend their writing skills; for example, in science, Year 6 pupils accurately described their findings in a range of experiments and also wrote full accounts of their field studies. However, opportunities to practise and extend their writing skills are lost when the completion of a worksheet is regularly used to reinforce learning, for example, in history. Pupils of all ages practise their handwriting skills. However, at Key Stage 1 and lower Key Stage 2, teachers' expectations of presentation are not consistently high and pupils' work does not always reflect the handwriting standards of which they are capable. As they move through the school, pupils are introduced to appropriate computer programs and have opportunities to express their ideas and present their written work using computers. This soundly supports and reinforces their learning.
92. The quality of teaching is satisfactory overall at Key Stage 1. There are strengths in some aspects of teaching but there are also weaknesses. Teaching overall is good at Key Stage 2, with particularly effective teaching at the upper end of the key stage. Throughout the school, teachers have good relationships with pupils and are interested in their pupils' learning. Their subject knowledge is sound and they are working hard to plan and implement the structure of the National Literacy Strategy. In the most successful sessions, at the upper end of Key Stage 2, teachers are clear about what pupils are to learn and this is shared with pupils at the beginning of

lessons. As a result, pupils work very purposefully and learning is well promoted. However, where lesson aims focus on the organisation of lesson activities, teaching points often lack clarity and are insufficiently reinforced in the course of the lesson and in the plenary session. Teachers are consistently encouraging, successfully boosting pupils' self-esteem and confidence. This promotes the older pupils' learning particularly successfully, as it is combined with teachers' higher expectations of all pupils' involvement and application. This is increasingly promoting pupils' positive attitudes to work and good behaviour in lessons. The good teaching in upper Key Stage 2 is characterised by skilful, well-targeted questioning which effectively promotes pupils' thinking, checks their understanding and reinforces their learning. Also, lessons proceed at a good pace and are marked by a smooth transition from one element of the Literacy Hour to another. However, during the inspection instances were observed at both key stages in which lesson introductions were over-long and insufficient time was allowed for pupils to complete their written tasks. This limited opportunities for pupils to reinforce and extend their learning, particularly in writing. Teachers work closely with classroom support assistants, who make a consistently sound contribution to pupils' learning. However, their support is not sufficiently well planned to focus sharply on pupils' specific learning needs. Teachers regularly check pupils' work. Marking is particularly effective in upper Key Stage 2, when it is consistently used to support and reinforce teaching points made in lessons and indicate how pupils can improve. At both key stages, assessment procedures are in place and pupils' records are maintained. However, the school recognises that information gained from such records and data resulting from regular statutory and non-statutory assessments are not yet used consistently to guide teachers and inform future planning, particularly in the development of pupils' writing skills. In consequence, expectations are not consistently high and tasks do not always match the needs of all pupils, particularly at Key Stage 1. Throughout the school, teachers regularly set reading and spelling homework. Pupils are well supported at home and these activities soundly reinforce pupils' learning.

93. Classroom book resources are good and teachers use them well to stimulate pupils' learning. Pupils' interest is particularly stimulated by well-selected shared reading texts which are related to class topics; for example, class 2's text was linked to their geography topic. Also, activities such as the annual Book Fair and participation in annual dramatic presentations successfully promote pupils' interest and literary awareness.

MATHEMATICS

94. The results of the national end of Key Stage 1 tests show that standards are broadly in line with those expected for the age group. Despite the small number of pupils assessed each year and the corresponding differences in cohorts, standards in mathematics have remained close to the national average over the three years from 1997 to 1999. The results of the tests and tasks for 2000 show an improvement in standards that the teachers attribute to the use of the national numeracy strategy and commercial mathematics materials.
95. The inspection evidence shows that the great majority of pupils in Year 2 are on line to attain the nationally expected levels by the end of the key stage. A few are on line to achieve higher levels. Throughout Key Stage 1, pupils make satisfactory progress in mathematics and by the time they are in Year 2, pupils add and subtract with

sound understanding of the value of the figures. They are becoming increasingly competent in mental mathematics and respond quickly to the teachers' questions. For example, they can give a number that is ten more or ten less than any given digit. They use addition, subtraction and simple multiplication facts to work out problems. Higher attaining pupils have an understanding of hundreds, tens and units and order numbers correctly to one hundred. Pupils learn about the properties of two-dimensional shapes and identify them correctly.

96. The results of the end of Key Stage 2 tests for 1999, show that standards in mathematics are high and a significant percentage of pupils reached the higher level (Level 5). Over the three years from 1997 to 1999, there was an overall trend of improvement in mathematics that is close to the national trend. The results of the tests in 2000 show that most pupils reached the expected levels, and a minority reached Level 5.
97. The inspection evidence shows that the great majority of pupils in Year 6 are on line to attain at least the levels expected nationally for eleven-year-olds by the end of the key stage. A significant minority of the pupils are on line to achieve higher levels. Pupils make good progress at Key Stage 2 and by the time they are in Year 6, the majority of pupils double and halve numbers to 50 with confidence. They set problems for one another that involve using their knowledge of multiplication and division facts. Most have a secure grasp of multiplication tables to 12 times. They make good gains in their understanding of the use of brackets in calculations. Pupils know about the relationship between decimals percentages and fractions. They add and subtract decimal numbers, simplify fractions and add them together. Work on ratio has involved them, for example, in finding the number of boys and girls in a group of 24 children when the ratio of boys to girls is three to five. Pupils make good use of estimates and approximations in solving problems or making calculations.
98. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Pupils apply their knowledge and understanding of number operations to solve problems and carry out calculations with increasingly higher numbers throughout both key stages. They explain the strategies they use to work out mathematical problems. Older pupils make appropriate use of calculators to check their answers. The emphasis placed on a practical approach to teaching mathematics helps the pupils to make good gains in understanding how to carry out investigations. For example, Year 4 pupils understand that there are different units of measurement and use these when they measure using a range of instruments including a spring balance, bathroom scales, measuring tapes and thermometers. Pupils with special educational needs make satisfactory progress throughout the school but their individual education plans do not give sufficiently clear guidance to teachers on the adaptations that might be needed to activities to help them make progress. In the sample of work provided from the last academic year there are many examples of pupils of differing abilities having carried out the same task. This indicates that, throughout the school, very little attention was paid to matching tasks to the different needs of pupils. This meant that some pupils made insufficient progress. Recent changes to teacher's planning are beginning to address this shortcoming and the work is now more closely matched to the pupils' individual abilities.

99. Pupils' attitudes in lessons are generally good and sometimes very good. With the exception of a few pupils at upper Key Stage 2, they listen attentively and contribute eagerly to the oral and mental mathematics sessions. They settle down to their tasks, sustain their concentration and co-operate well in pairs and small groups when required to do so. Pupils' behaviour in lessons is at least good and often very good.
100. The quality of teaching is good overall. The lessons start promptly and move at a brisk pace, particularly in the mental and oral sessions. The teachers ask challenging questions and generally match them well to the ability of individual pupils. When the pupils are working in groups, the teachers use their time well to target a group for direct teaching and to monitor the work of other groups. Where support staff are available they are well deployed, are given a clear understanding of the learning aims for the group and are invited to give the teacher feedback on the pupils' progress in the lesson. Good use is made of the last few minutes of the lesson to reinforce or extend the learning. Shortcomings occur at Key Stage 1 when the transition from one activity to another is not smooth and lesson time is wasted.
101. The school has made satisfactory progress in implementing the National Numeracy Strategy. All the teachers have attended training sessions and plans for lessons are matched to the learning aims of the strategy. The mental and oral sessions are well planned and carried out and are having a positive impact on pupils' response to the subject and to the progress they make. The management of group work is more variable as tasks are not consistently well matched to the needs of the pupils. The teachers have identified more accurate match of tasks to pupils' needs as an area for development and work has already started on this.
102. Pupils are given suitable opportunities to use their developing numeracy skills in other subjects. For example, pupils at Key Stage 1 produce simple graphs to record their observations of the weather and pupils at Key Stage 2 present their findings from science investigations in tables and graphs and interpret the findings. Information technology is used appropriately to support pupils' mathematical development. The use of specific mathematical vocabulary in lessons makes a useful contribution to pupils' language skills.
103. A range of assessment strategies is used in addition to the statutory end of key stage tests. These are mainly the national optional tests for pupils in Year 4 and Year 5 together with some commercially produced materials. Some assessment is carried out in lessons but there is little evidence that this is used to inform the next plans for teaching. There is no evidence that use has been made of the results of assessment to inform target setting or curriculum development. As a result, expectations are not consistently high and this has had an impact on the standards pupils achieve. The record system is too detailed and cumbersome to be useful or manageable. Individual portfolios of pupils' work are kept and a sample assessment of mathematics is added each year. It is not clear how these are used to map progress or plan individual targets for improvement.
104. The co-ordinator has good subject knowledge and is enthusiastic about promoting higher standards in the subject. The use of a recently acquired commercial mathematics scheme is helping the teachers to find appropriate and stimulating tasks for the pupils. The teachers identified that these materials had a positive impact on the progress pupils made in the last academic year. Changes made this

term in the approach to planning are helping the teachers to plan more specific learning objectives for lessons and this is likely to have a further positive impact on standards. There is a good range of resources for the subject.

SCIENCE

105. Pupils in Key Stage 1 are working at appropriate standards for their age. Those in Year 2 are on line to attain the nationally expected standard by the end of the key stage. At Key Stage 2, pupils' learning is increasingly well promoted and pupils in Years 5 and 6 often achieve high standards. Those in Year 6 are in line to attain the nationally expected level by the end of Key Stage 2, with a high proportion in line to exceed this standard. These findings do not fully reflect those of the last inspection, when pupils in all classes were judged to be attaining above average standards.
106. The results of statutory teacher assessment at the end of Key Stage 1 in 1999 show that all pupils attained the expected level. However, no pupil achieved the higher level (Level 3). The results of National Curriculum tests at the end of Key Stage 2 in 1999 show that all pupils attained the nationally expected level and one third of pupils attained the higher level. Results of the most recent statutory teacher assessments at Key Stage 1 and tests at Key Stage 2 reflect some improvement on the previous year's results, with an increased proportion of pupils attaining the higher standard. Even though small numbers of pupils in each cohort often results in big variations in the results of these tests and assessments, there has been a trend of steady improvement in results at the end of Key Stage 2 over the last four years.
107. Pupils with special educational needs throughout the school are given satisfactory support by their class teachers and support staff and are well integrated into scientific activities. Most learn well, in line with others in their classes, and successfully develop their knowledge and understanding of scientific concepts as they progress through the school. There is no significant difference in the attainment and progress of pupils of different gender, background or ethnicity.
108. From the beginning of Key Stage 1, pupils are appropriately introduced to science through broadly based topics, such as those which promote pupils' personal, social and health education and incorporate a focus on the human body. Children reinforce and extend their knowledge of living things through such activities as growing beans and keeping a diary of its development. Pupils make evident gains in their learning in all aspects of the science curriculum and gain the basic skills of scientific enquiry through first-hand experiences. They learn to carry out and record basic experiments and investigations appropriately, as when pupils in Year 1 sorted a range of objects into sets of paper, plastic, wood and metal. Scrutiny of work indicates that this knowledge and understanding is built on throughout the year; as when pupils conduct and record simple experiments to discover which materials are magnetic. In Year 2, pupils broaden their knowledge of the properties of materials and learn to classify, for example, into those which "will / will not squash" and "will / will not twist". They begin to consider the use of "force" and carry out simple experiments involving "pushes" and "pulls". They extend their knowledge of living things and how they grow through learning foods needed to maintain health, as part of a topic on "Teeth and Eating".

109. At Key Stage 2, pupils achieve an increasingly broad and secure level of understanding as they plan and carry out investigations that are reliable and fair. At the beginning of the key stage, for example, pupils successfully reinforce and extend their knowledge of living things. They learn about minibeasts and find similarities and differences between creatures. As part of their work on materials, pupils study ways in which materials change, for example, melting and freezing water. In the upper key stage, pupils go on to explore changes which are reversible or not. Pupils also develop an understanding of physical processes. They engage in a range of practical activities involving high and low notes and understand that sound is a result of vibration. They also have an understanding of the sources of light and shadows. Pupils' completed work indicates a secure knowledge and understanding of the differences between the properties of a range of materials, which they classify appropriately into solids, liquids or gases. In activities linked to their "Health" topic, pupils acquire a secure knowledge of major organs of the human body. They conducted experiments to reinforce their learning, for example, measuring the effects of exercise on their pulse rate. They determined the requirements for a fair test competently and were logical and systematic in framing a simple prediction and referring to it during their discussions and simple evaluation of their work on measuring fitness.
110. The quality of teaching is sound at Key Stage 1 and good at Key Stage 2. During the inspection, only two science lessons were observed. However, sufficient evidence is available from these observations, scrutiny of pupils' work and talking to them, and also examination of teachers' planning, to form judgements about teaching. Most teachers have a sound understanding of the subject, which is reflected in all aspects of their planning. Where teachers have particularly secure subject knowledge, as in upper Key Stage 2, their well planned and lively presentation of science leads to pupils' positive approach to the subject; they demonstrate a high level of interest and curiosity and clearly enjoy setting up and conducting tests. In lessons, teachers shared the aims of the lesson with the pupils. This successfully added purpose to both teaching and learning and pupils' learning was particularly well promoted when clear teaching points and explanations consistently reinforced the purpose of the activities in the course of the lesson and sufficient time was given to successfully consolidate pupils' learning in a plenary session. Teachers establish good relationships, which encourage pupils to make contributions confidently as they know that these will be valued. Teachers assess pupils' understanding effectively through asking well-targeted questions and listening to pupils' responses. In the lessons seen, pupils were appropriately challenged by the tasks they were set. However, evidence of completed work at both key stages suggests that tasks are not always well matched to pupils' prior attainment, as when all pupils are set the same task or worksheet to complete. This leads to some underachievement for pupils of all abilities.
111. A very effective upper Key Stage 2 lessons was marked by the teachers' high expectations of pupils' interest and involvement, which resulted in pupils' consistent use of correct terminology and careful presentation of their findings. This emphasis on developing pupils' vocabulary and the range of methods employed in describing their findings, both orally and in written formats, make a good contribution to the development of pupils' literacy skills. Pupils' numeracy skills are also appropriately promoted, as when the younger Key Stage 2 pupils presented their findings on a graph showing the foods they like. There is little evidence of the planned use of

pupils' information technology skills to promote their learning in science. Teachers successfully promote pupils' social development, as collaborative work in small and larger groups is a routine feature of science lessons throughout the school.

112. The recently developed long- and medium-term plans ensure a broad, well-balanced and relevant science curriculum, which appropriately incorporates national guidance. Portfolios of pupils' work are maintained and procedures are in place for regular, formal assessment and recording of pupils' progress from Year 1 upwards. However, there is limited systematic use of the information gained from assessment to plan the next stages of learning in order to further raise standards.
113. Science resources are good. They are used well as a source of information and as a basis for investigative work, and successfully promote pupils' learning. The school also benefits from its Wild Life Area and pond, which are used in the course of the year, for such activities as "pond dipping", to promote pupils' curiosity and sense of scientific enquiry. Pupils also participate in a good range of activities, including include visits from representatives of the Royal Society for the Protection of Birds, walks in the local area and occasional visits farther afield, such as to Catcott Nature Reserve. These successfully promote pupils' interest, involvement and learning.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

114. No class lessons were observed but, in almost every lesson, pupils worked individually and in pairs to practise skills they had been taught earlier or used software to support their learning in other subjects. Evidence from a sample of pupils' work, discussions with teachers and pupils and discussions with pupils supports the judgement that pupils are on line to achieve the levels expected nationally by the end of each key stage. Standards have been maintained since the time of the last inspection.
115. Throughout Key Stage 1, pupils use keyboard and mouse skills successfully to support their learning in other subjects. They locate, drag and drop items on the screen with increasing accuracy, for example, match words and pictures or to create a weather map. They learn how to recognise and locate upper case letters on the keyboard and develop skills in assembling and printing text. Pupils use a tape recorder to listen to stories and use the controls with confidence. By the end of Key Stage 1, pupils edit their work using the cursor to highlight text and then deleting and entering specific items. They present their work in a variety of ways and use a satisfactory range of technical vocabulary to describe the functions of the keys, such as delete, space and shift. They are beginning to select tools to create attractive pictures and patterns in connection with their work in art and in mathematics. Pupils have some experience of programming a floor robot to follow a simple route. However, this aspect of the subject is not well developed. They are aware off the use of information and communications technology in their everyday life. For example, they know that E-mail is used to send messages and that all sorts of information can be accessed on the web.
116. Throughout Key Stage 2, pupils build on their skills of word processing, data handling and control technology. They make increasing use of CD-ROM to retrieve and select information. Computers are used effectively to support pupils' learning in other subjects. By the end of Key Stage 2, pupils present their work in a variety of ways including using graphics to illustrate and enhance text. For example, they alter the font size and type-face and insert some graphics to produce posters for the

school harvest festival and pages for a newspaper. They are confident when they use “cut and paste” to reorganise text and know how to use the “spell-check” facility. Pupils save and retrieve their work. They have used simple databases to collect and interpret information in science and in mathematics. Pupils explain clearly how to create, test and refine instructions for the computer to draw shapes on the screen. There is little evidence of pupils’ experience in monitoring, for example, changes in temperature, or using simulation software. The school does not yet have e-mail facilities for the pupils but this is to be installed very soon.

117. At both key stages, pupils, including those with special educational needs, have positive attitudes to information technology. They concentrate well on the tasks they are given and make satisfactory progress. They are increasingly confident to work independently at Key Stage 2 and co-operate well in pairs throughout the school. Older pupils at upper Key Stage 2 provide good support for younger or less experienced pupils.
118. Based on evidence from teachers’ termly plans and pupils understanding of the activities, the quality of teaching is judged to be at least satisfactory throughout the school. The plans include appropriate tasks that systematically build on pupils’ prior learning. However, there is insufficient evidence that the tasks are well matched to the different needs of the pupils, especially as each class includes at least two age groups. The teachers have begun to address the issue of the continuity of pupils learning by trying to plan more specific learning objectives for different groups of pupils in the class. The use of computers is well planned so that each pupil has opportunities to practise the specific skills taught to the class each week and to support their work in other subjects.
119. Good links are made with other subjects. For example, the use of art software has enabled pupils at lower Key Stage 2 to produce patterns and designs which extend the work they have done in mathematics and art. In a science lesson, older pupils measure their pulse rate when they are still, after walking and after running. Then they use the computer to create graphs in order to compare the results.
120. The school has an appropriate range of resources for the subject and there is at least one computer in each classroom. The school will gain access to the National Grid for Learning and the Internet this term. The staff have attended appropriate training and their subject knowledge is sound.

RELIGIOUS EDUCATION

121. Pupils’ attainments are broadly consistent with the requirements of the locally Agreed Syllabus by the end of Key Stages 1 and 2. These findings reflect those of the last inspection. However, not all areas of the religious education curriculum are consistently addressed in depth and pupils’ learning is not always sufficiently well promoted. Consequently, a minority of pupils have limited recall of some aspects of Christianity and other world faiths.
122. By the end of Key Stage 1 pupils know major festivals of the Christian calendar, such as Christmas, and are beginning to understand the significance of celebrations such as Harvest Festival. They know that Jesus was a teacher and recall events in his life, for example, the time he spent in the desert. By the end of Key Stage 2, pupils know that the Bible is a special book for Christians. At the beginning of the key

stage, they begin to discover similarities and differences in the gospels of Matthew, Mark, Luke and John. They also learn about significant Christian figures, including William Booth, Dr. Barnardo and Mother Teresa.

123. At both key stages, pupils are introduced to other world faiths; for example, they become aware of aspects of daily life, worship and celebration in Hinduism. However, these are addressed in little depth, follow-up work is often limited to a worksheet and pupils' knowledge and understanding are not well reinforced or extended. Throughout the school, pupils are regularly introduced to moral themes, such as "friendship", which are often illustrated by Bible stories at Key Stage 2. Thus the subject makes a valuable contribution to the promotion of pupils' moral and social development. Pupils with special educational needs are encouraged to participate and make progress in line with the others in their class. There are no significant differences in the learning of pupils of different gender or background.
124. The quality of teaching is satisfactory at Key Stages 1 and 2. Teachers have satisfactory knowledge and understanding of the subject. However, lesson plans are based on broad aims and teaching points consequently lack clarity and focus. Classes are well managed overall and pupils approach topics with interest. They work together well, for example, sharing bibles co-operatively in Class 2. Pupils demonstrate careful listening by answering questions thoughtfully. They readily make suggestions and respect each other's views. This effectively enhances the quality of relationships within the school. Lessons proceed at an appropriate pace, although introductions tend to be long, leaving pupils with insufficient time to complete the planned task. This limits opportunities for reinforcing and extending the pupils' learning. Teachers use questioning well to check pupils' understanding and knowledge, but there is no planned programme of assessment or recording of pupils' progress.
125. There are sufficient resources to support the teaching of the subject, but there are few stimulating artefacts to enliven lessons and promote learning. Activities are occasionally planned which promote pupils' learning well, as when pupils in Key Stage 1 visited the parish church and the vicar showed them the "special book".

OTHER SUBJECTS

ART

126. During their time in school pupils have experience of a satisfactory range of media and materials, and develop satisfactory skills and techniques. However, their opportunities to learn about and appreciate the work of significant artists and to develop their awareness and understanding of non-western art are more limited. Overall, pupils in both Key Stages 1 and 2 attain standards in line with national expectation. These findings reflect those of the last inspection. Pupils with special educational needs are appropriately supported and make satisfactory progress in their learning. There are no significant variations in the attainment of pupils of different gender or background.
127. The youngest pupils use paint confidently, as when they produce boldly painted signs of their names. They experiment with simple printing techniques and use sponges and rollers to create paintings in primary colours. Pupils begin to develop their observational skills, for example, they look closely at examples of a range of portraits, self-portraits and each other, before producing portraits in pencil. This work

continues at Key Stage 2 and by the end of the key stage, pupils' work in sketchbooks indicates an increasing awareness of detail, as well as skills in pencil shading. At Key Stage 2, pupils also extend their experience of painting, printing and collage. They experiment with paint colour, adding increasing amounts of white or black to alter the shade. They print using a range of materials, including fruit and vegetables and occasionally use curled or folded paper or textiles in collage. Overall, however, their experience of three-dimensional work is limited at both key stages. Art work is often used to support other subjects, such as drawing a Greek vase in history. Pupils also reinforce their information technology skills when using a computer program to produce a range of patterns. Pupils have some opportunities to appreciate the work of famous artists, such as Van Gogh in Key Stage 2, but this work is not generally well reinforced and pupils have little retained knowledge of artists and their work.

128. The quality of teaching is satisfactory at both key stages. Teachers have a sound knowledge and understanding of the subject and recently developed planning supports their work well. However, no systems for assessing and recording pupils' progress are in place. In consequence, although their expectations of pupils' effort and participation are satisfactory, the tasks teachers set are not consistently challenging for all pupils. Teachers at both key stages also provide insufficient opportunities for pupils to select for themselves appropriate methods and media for the interpretation of their ideas. Resources are satisfactory and they are used appropriately to stimulate pupils' interest. Art is often linked with other school activities, such as Harvest Festival, to add relevance and promote pupils' interest. The involvement of the pupils in work with local artists, which was commended in the last inspection, has not been sustained. However, the newly appointed headteacher is keen to re-establish these activities.

DESIGN AND TECHNOLOGY

129. It was not possible to observe any lessons. Sufficient evidence is available from pupils' completed work, photographic evidence, teachers' termly plans and a discussion with a group of Year 6 pupils to indicate that pupils are on line to achieve the levels expected nationally at the end of both key stages. Standards have been maintained since the last inspection.
130. Pupils at the end of Key Stage 1 and in lower Key Stage 2 assemble and join materials selecting from a range of fastening techniques including sticky tape, glue, paper fasteners and string. Some use slots in card and paper to create a simple articulated joint. They use these skills and knowledge to realise their designs for minibeasts with moving parts. The resulting minibeasts are imaginative and individual in design and follow the original drawing closely. Pupils select appropriate materials and techniques from the materials offered. Pupils' skills in cutting, shaping and assembling components become more precise as they move through Key Stage 1 and lower Key Stage 2. The teachers' plans show that this term they are beginning to investigate how a variety of puppets are made. They will go on to design and make a simple puppet, learn how to make templates, cut out their design and join the fabric using simple stitches.
131. At Key Stage 2, pupils produce step by step plans, list materials, processes and the tools they will need. They measure, mark out and cut shapes and join them in a variety of ways to get the effect they want. For example, pupils' designs for fairground rides indicate a good level of knowledge, understanding and skills of the

design and make process. Pupils use electric motors to power some of their artefacts and explain clearly how this is done and what problems they may need to overcome. They evaluate their designs, identifying the most successful elements and suggesting how adaptations and improvements might be made. When they bake flapjacks, pupils evaluate the presentation, texture and taste and make an overall judgement about the quality of the product. Pupils are aware of the need for kitchen hygiene when they work with food.

132. The quality of the work, provided from the last academic year, indicates that the quality of teaching is likely to be at least satisfactory throughout the school and often good at upper Key Stage 2. The teachers' lesson plans show that they have a good understanding of the requirements of the subject and provide pupils with a balanced curriculum which helps them to build on their skills and understanding of the principles of design. They are beginning to make appropriate use of national guidance to help them to plan the curriculum. The curriculum meets the requirements of the National Curriculum.
133. Pupils respond well to the subject and enjoy the opportunities to plan and make their designs. They are willing to identify both the strengths and weaknesses of their designs. Some pupils have worked in groups to make toys and their evaluations include comments on the strengths and problems of working together as a team. This makes a good contribution to pupils' personal and social development.
134. The subject is used well to promote pupils' literacy and numeracy skills. Pupils practise writing in a variety of styles and for a range of purposes. For example, they write instructions, recipes, make lists, take notes, label diagrams and write brief evaluations of their work. When pupils at Key Stage 2 evaluate four types of biscuits they present their findings on a star graph and interpret the data appropriately.

GEOGRAPHY

135. Judgements are based on the observation of one lesson, an examination of pupils' work from the last academic year, photographs, teachers' termly plans and a discussion with the co-ordinator and a group of Year 6 pupils. This evidence supports the judgement that pupils attain levels that are broadly in line with those expected nationally at the end of both key stages. The good standards reported at the time of the last inspection have not been maintained.
136. At Key Stage 1, pupils have carried out a local study and have made simple plans and maps of the village. They are aware that pictures or symbols are used to represent objects or places on maps. They have learnt about the postal system and how the letters get to their houses. A visit to the sorting office with the local postman has helped them to understand how the area is linked to the wider world. They have observed and recorded the weather and have a developing understanding of how this affects people's lives. Pupils at lower Key Stage 2 have learnt about the effect that the weather has on buildings and the environment. They can explain the water cycle in simple terms and know that the seasons are different in other parts of the world. As part of their work on a contrasting area, they compare the buildings and services in Stoke St. Gregory with those in Egypt. This term they are learning about the similarities and differences of life in the Indian village of Chembakolli and Stoke St Gregory.

137. Evidence from pupils' work in the last academic year shows that pupils carried out a study of the village and its environment. They have produced simple maps, annotated diagrams, a survey of employment, transport and village facilities and show a good understanding of the local area. For example, they know that the main occupation in the area is farming and that growing willow withies and producing items from the crop are important activities. The pupils have learnt about the climate in Greece and its effect on people's lives. Discussion with a group of pupils showed that they can confidently locate major cities on a map of the British Isles, understand many of the symbols used on Ordnance Survey maps and use six figure co-ordinates to locate points on a map. They list the continents and have a sound understanding of contrasting climates. They name the parts of a river using terms such as source, loch and meander and label them on a map. They are able to make simple deductions about the landscape when they look at a map.
138. At upper Key Stage 2, work in books for the last academic year is of a variable standard. Where the pupils have been involved in practical activities and have recorded the information in their own way, the content demonstrates a sound understanding of geographical ideas. However, much of the work is on photocopied work sheets which provide little challenge for the pupils and provide few opportunities for them to express their own understanding or select an appropriate way to present their work. Clearly, teacher expectations were sometimes too low, for example, where the work makes insufficient demand on the pupils and is untidily presented. The work sample provided little evidence of work on less economically developed country and no teachers' planning was available for the previous academic year.
139. The quality of teaching in the lesson observed was satisfactory. The topic for the lesson was appropriate and excited the pupils' interest. Learning resources were well prepared. However, because the learning aim for the lesson was rather broad, opportunities were lost for pupils to understand the specific similarities and differences in the contrasting villages they were studying. Because the group and individual work was not consistently well matched to the pupils' different abilities, some pupils found the task too difficult and lost concentration.
140. Pupils show interest in the subject and talk enthusiastically about the practical activities they have been involved in. They remember what they have learnt in these lessons but have little recall of work involving commercially produced worksheets.
141. In a study of Pembrokeshire, pupils at upper Key Stage 2 use their numeracy skills to interpret data to identify the amount of snowfall in different areas. They have carried out a transport survey, and measured the rainfall and presented the data in graphs and charts. Insufficient opportunities are given to pupils to use their literacy skills to present their written work independently. The use of information technology to support the subject is developing satisfactorily.
142. The co-ordinator has a good understanding of the subject and recognises the recent shortcomings at Key Stage 2. Planning has been revised recently and the planned curriculum meets the requirements of the National Curriculum. The curriculum is enhanced by visits within the local area and some fieldwork. For example, a visit to West Sedgemoor resulted in pupils' increased understanding of the landscape and its flora and fauna. A strength of the curriculum throughout the school is the focus on the local area. There are adequate resources for the subject including some very useful aerial photographs of the village and the surrounding area.

HISTORY

143. During the inspection, no history lessons were observed. Sufficient evidence is available from pupils' completed work and displays around the school to indicate that standards at both key stages are in line with those expected. These findings reflect those of the last inspection, when standards were found to be consistent with national expectations throughout the school.
144. At both key stages pupils' make satisfactory progress in acquiring historical knowledge and understanding. However, as they move through the school their sense of chronology is insufficiently developed and they make little use of time lines to support it. At Key Stage 1, the youngest pupils talk about history using everyday language. They distinguish between yesterday and today, aspects of the past and present, and of old and new, for example, when considering an event from their own early life and when comparing school today and when their parents or grandparents were at school. In Key Stage 2, pupils study specific periods in history. Pupils' completed work includes study of the Ancient Greeks, Ancient Egyptians and Romans. Within these areas of study, they demonstrate a good knowledge of aspects of life in different times, for example, Greek gods and their symbols and key events and places, including the Battle of Marathon, Athens and Sparta. At the upper end of Key Stage 2, pupils are currently learning about Britain since 1930. They have access to a range of sources of historical information, including copies of official documents and posters, printed during the War, which is successfully promoting their interest in the topic. Throughout the school, pupils with special educational needs are appropriately supported and make satisfactory progress in their learning. There are no significant differences in the attainment of pupils of different gender or background.
145. As no teaching was observed during the inspection, it is not possible to make an overall judgement on the quality of teaching in history. However, from examination of planning and subject documentation, as well as talking to pupils about their work, it is evident that teachers' subject knowledge and understanding are secure. Planning has now been put in place that incorporates national guidance and avoids repetition of topics. However, procedures have not been developed for assessing and recording pupils' progress in history. Stimulating displays, as in class 3, promote pupils' involvement and reflect the teacher's enthusiasm. Pupils enjoy history and readily discuss topics they have studied. Their work is carefully completed and illustrated, particularly at Key Stage 2, where history topics are well presented in individual folders. However, throughout the school there is limited use of information technology to extend learning. Opportunities are also missed for promoting pupils' literacy skills, as most work consists of completing worksheets, which require little sustained writing. No improvement has been made in addressing this issue, which was highlighted in the last inspection. Resources are satisfactory overall and well planned use is made of project boxes from the Museum Service. Visits are planned which successfully motivate pupils' involvement in their history topics. These include local trips to examine buildings such as churches and occasional visits, such as to Bath as part of a study of the Romans.

MUSIC

146. Standards in music are high. By the end of each key stage, pupils reach at least the levels expected nationally and many reach higher levels. The curriculum is broad and balanced and includes regular opportunities for pupils to become increasingly competent in performing, composing, listening to and appraising music. The curriculum fully meets the requirements of the National Curriculum. The provision for music and the levels pupils attain are strengths of the school. The good quality of the provision for music has been maintained since the time of the last inspection.
147. By the end of Key Stage 1, pupils, including those with special educational needs, know a wide range of songs which they sing enthusiastically, remembering the words and the actions well. They vary the volume and tone to add meaning to the songs and, for example, when they sing "Engine, engine number nine", they control the pace well. Pupils handle percussion instruments correctly and compose simple pieces to illustrate a train journey which they perform for the class. Some pupils have a good sense of musical form. For example, three boys compose and perform a piece which begins slowly, has a fast section and finishes with another slow section. The pupils perform carefully, listening to the other players in their group and keeping together when they play. They make sensible and helpful comments about the performances of others. Pupils are developing a good sense of rhythm. They keep a steady beat when they play and sing.
148. By the end of Key Stage 2, pupils, including those with special educational needs, maintain a steady beat when they clap a pattern of four beats and add rhythmic variations. They perform "Rotation Rap" with increasing confidence and good rhythm. They listen carefully to music and make appropriate comments using a good range of technical terms such as ostinato, diminuendo and pulse and describe chords as being "tight" or "relaxed". When pupils work in small groups using percussion instruments to compose a piece to illustrate "infinity", they select the instruments carefully to create a continuous sound. When they evaluate recordings of their compositions, they recognise the need to establish some structure or pattern and make appropriate suggestions about how this might be done.
149. Pupils with special educational needs at both key stages are well supported in the lessons by the teachers' careful use of groupings, well matched questions and tasks. They make at least satisfactory progress.
150. The pupils respond well to the teaching and have positive attitudes to the subject. They generally behave well in lessons, concentrating on the activities and collaborating very well in pairs and small groups to compose music. A few pupils at upper Key Stage 2 are not consistently attentive and, at times, display poor attitudes to work despite the very good quality of the teaching. Pupils speak enthusiastically about opportunities to perform for their parents and friends and to attend concerts.
151. The quality of teaching provided by the co-ordinator is consistently very good. The pupils throughout the school benefit from the well planned curriculum and the co-ordinator's good subject knowledge. The lessons are very well planned to include all the elements of the curriculum for music and are enthusiastically taught. The learning activities are varied and interesting and are well matched to the age and ability of the pupils. The lessons move at a brisk pace. As a result, the pupils sustain their concentration and make good progress. The teacher makes good use of pupils' evaluative comments to reinforce teaching points.

152. The curriculum is very rich and makes significant contributions to the pupils' personal, spiritual, moral, social and cultural development. There are after-school recorder clubs and choir and some pupils learn to play orchestral instruments. Many pupils improve their skills by playing in the church band and singing in the church choir. Pupils are encouraged to sit national music examinations and are well supported in this by the co-ordinator. Pupils regularly perform for their parents and friends. For example, during the last academic year Key Stage 2 pupils performed a musical play based on their work in history on World War 2 and Key Stage 1 pupils performed the African story of Omutugwa. These are written and directed by the co-ordinator and provide every pupil with an opportunity to perform before an audience. Each year the co-ordinator writes and produces a musical play that involves all the pupils and which they perform for parents and friends. Older pupils are taken to concerts. For example, they hear a full orchestra when they attend a performance at Wells Cathedral School. They have had the experience of singing with a large group of approximately one hundred children from the neighbouring schools. Music is also helpful in developing links with the secondary school. Recently, for example, pupils performed "Peace Child" together with older students from the secondary school.
153. The co-ordinator is enthusiastic about the subject and shows great commitment to promoting and encouraging pupils' interest in the subject. She has appropriately identified the need to enhance her colleagues' skills in teaching music so that the subject can be further developed. The subject is well resourced with a good range of tuned and untuned percussion instruments and recorded music.

PHYSICAL EDUCATION

154. Judgements are based on the observation of a small sample of gymnastics lessons in each key stage. Discussions with pupils and an examination of teachers' termly plans indicate that the school provides a broad curriculum that meets the requirements of the National Curriculum and includes dance, athletics, games and swimming.
155. Pupils of all abilities make good progress in lessons at both key stages. They develop their skills and perform with increasing control and competence. Pupils understand the effects of exercise on the body. By the end of each key stage, pupils achieve levels that are at least in line with the national expectations for their age group.
156. When pupils in Year 2 walk, run or jump around the hall, they change direction quickly and with increasing control. They move close to the floor and then stretch high and demonstrate a good understanding of different levels and speeds of movement. They make good use of the available space and have a good awareness of the space needed by others. They practise and improve their skills in jumping using their hands and feet. Pupils at Key Stage 2 plan a sequence of movement which involves balancing and travelling. They are beginning to improve the link between stillness and movement as they practise these sequences. By the end of Key Stage 2, pupils show good control of the speed and direction of movement in a confined space. The majority perform a good forward roll. They link several movements into a sequence that includes jumping, balancing and rolling. They concentrate on the quality of their performance and perform with good control.

157. Pupils at both key stages have positive attitudes to physical education. They concentrate and work hard to improve their performance in lessons. They are confident to try out new challenges. Pupils of all ages behave well in lessons and collaborate very well in pairs and small groups. The older pupils show commitment to the after-school clubs and attend them regularly.
158. The key skill of listening is promoted well in lessons but there are limited opportunities for pupils to speak in order to make judgements about the performance of other pupils or about their own performance.
159. The quality of teaching is good at both key stages and there is some very good teaching. The lessons are well planned to provide pupils with opportunities to exercise energetically and safely. There is good attention to warming up and cooling down activities and opportunities for vigorous exercise and the teaching of specific skills in every lesson. Very good attention is paid to pupils' health and safety in all the lessons. They are taught to handle the equipment correctly and to be aware of others as they move around the hall. The teachers' subject knowledge is sound and this enables them to make best use of the facilities available. There is a brisk start to lessons and the pace is maintained well throughout. Instructions and explanations are clear. Very good use of observational assessment is made, for example, in a lesson at upper Key Stage 2. The teacher pinpoints elements of the pupils' sequences of movement and targets them for improvement. The subsequent teaching benefits the individual and others in the group. When teachers encourage pupils to evaluate and comment on the work of others, the progress pupils make is more noticeable.
160. The nearby village hall is used for physical education lessons and although this provides sufficient space for pupils in Key Stage 1 and lower Key Stage 2, it limits the progress made by pupils at upper Key Stage 2. At the time of the last inspection, there was insufficient evidence to support a judgement on pupils' achievements in physical education but the lack of equipment for gymnastics was seen to be limiting pupils' progress. Some appropriate equipment is now available for gymnastics but this is still very limited in its scope for the older pupils. Mats and trestles of good quality are now available but there is no other large equipment such as benches to increase the challenge for pupils and enable them to reach high standards. Resources for games and dance are adequate. The school field provides good facilities for games and athletics and the hard play area is adequate in size and condition. Key Stage 2 pupils benefit from swimming lessons at a local pool. Pupils gain experience of a variety of sports including football, netball and tennis and older pupils compete effectively in competitive inter-school sport.
161. The curriculum is enhanced by after school clubs for football and for netball and in the summer term tennis coaching is provided. Older pupils take part in outdoor and adventurous activities as part of an annual residential visit.