

INSPECTION REPORT

RODE METHODIST VC FIRST SCHOOL

Rode, Nr. Frome,
Somerset

LEA area: Somerset

Unique reference number: 123823

Headteacher: Mrs Maria Vinney

Reporting inspector: Mrs Ann Coughlan
21124

Dates of inspection: December 4th – 7th 2000

Inspection number: 225021

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	4 – 9 Years
Gender of pupils:	Mixed
School address:	High Street Rode Somerset
Postcode:	BA3 6NZ
Telephone number:	01373 830523
Fax number:	01373 830523
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Roly Sims
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ann Coughlan 21124	Registered inspector	Mathematics, Science, Information and Communications Technology, Art and Design, Geography, Physical Education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Frances Hurd 9487	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
Eira Gill 17766	Team inspector	Under Fives, English, Design and Technology, History, Music, Religious Education, Special Educational Needs, Equal Opportunities	How good are the curricular opportunities offered to pupils? How good are the curricular opportunities offered to pupils?

The inspection contractor was:

Quality Assurance Associates Ltd.
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is much smaller than other first schools with 67 pupils, aged from four to nine years, on roll. The numbers of boys and girls are similar. Pupils come from the village, from Frome and the surrounding area. The percentage of pupils identified as having special educational needs is broadly in line with the national average but the percentage of pupils with a statement of special educational need is below the national average. The number of pupils from ethnic minorities and the percentage of pupils eligible for free school meals are also below the national average. The majority of pupils come from broadly favoured backgrounds. The school admits children at the beginning of the year in which they have their fifth birthday. Most have experienced some pre-school provision. The children's attainments on entry vary but are above average overall.

HOW GOOD THE SCHOOL IS

Over the last three years this school has become increasingly effective and now shows many strong features. It is successful in meeting its aims and provides pupils with a good foundation for the future. Good teaching and challenging work helps pupils to achieve well. The headteacher's very effective and enthusiastic leadership encourages staff, governors and parents to work together purposefully to improve the school. The school gives good value for money.

What the school does well

- Pupils attain above nationally expected standards in English, mathematics, art and design, and music and in science in Key Stage 1.
- Pupils feel secure in the safe and welcoming environment and they are keen to learn; these factors make a big contribution to the good progress they make in lessons.
- Literacy and numeracy are emphasised well in a broad and enriched curriculum that benefits from very good links with the village community and other local schools.
- Pupils behave well, work and play well together as the school makes good provision for their personal development and very good provision for their spiritual development.
- Teaching is good and all staff constantly work hard to improve their own practice and the quality of provision in the subjects they co-ordinate.
- The headteacher is a very effective leader and is supported well by governors, staff and parents in managing the school and planning for the future.

What could be improved

- Standards in information and communication technology.
- Some aspects of provision for children under five.
- The allocation of teaching time for science and geography in the long and short term planning of the curriculum.
- The school's procedures for assessment in order to better inform lesson planning and to give clearer information to parents in the annual written reports.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has built well on the improvements begun just prior to the last inspection in 1997 and has made very good progress. The school has addressed weaknesses vigorously, leading to improved standards of pupils' writing and their skills of investigation, research and evaluation. Teachers make better provision for higher attainers and because of this, standards have risen in English, mathematics, art and design, and music. The quality of teaching and learning is better and the school now meets all statutory requirements. Parents and members of the local community now feel welcome in the school, which encourages them to help in the classrooms and participate in all school activities. There has been a significant improvement in the planning, monitoring and co-ordination of the curriculum. This is now consistent and helps to engender a common purpose that contributes to pupils' learning. The school now uses assessment effectively to monitor its performance and to plan the teaching of English

and mathematics well. The governing body is organised efficiently and has established formal systems to review the school's progress and performance. The decision to change from two to three classes has provided separate classes for each key stage of the National Curriculum and has been beneficial. The school has also implemented successfully the National Literacy and Numeracy Strategies; these have also contributed to rising standards. Improvements to the buildings and grounds have resulted in a pleasant and stimulating environment for pupils and staff.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	A	A	C	C	well above average A above average B average C below average D well below average E
Writing	C	A*	B	B	
Mathematics	A	A	B	B	

The results show that the seven year olds attained average standards in reading and above average standards in writing and mathematics in comparison with all schools in the national tests for 2000 and in comparison with schools in a similar context. Overall the school's performance in the tests was not as good as the previous year but this relates to the difficulty in making accurate comparisons where only a small number of pupils take the test each year and also to the higher number of pupils with special educational needs in that year group. Over the last three years the school's performance has been above the national average overall, with boys performing slightly better than girls. Inspection evidence showed that both by the age of seven and by the age of nine, when pupils leave the school, standards in English and mathematics are above average. The school's targets include raising the proportion of pupils who attain the higher Level 3 in the tests for seven year olds. By the age of nine pupils also attain standards that are above those expected nationally in art and design, and music. Standards in other subjects meet nationally expected levels except in information and communication technology where they are below those expected for pupils aged five to nine years. Many children in the Foundation Stage achieve beyond what is normally expected for their age in most areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are enthusiastic and concentrate well in lessons. They contribute confidently to discussions and respond very well to a wide range of challenges.
Behaviour, in and out of classrooms	Good in lessons and around the school. Frequently very good for the seven to nine year olds.
Personal development and relationships	Very good relationships throughout the school contribute to the pupils' good personal development. Pupils are willing to help each other and collaborate well in different situations.
Attendance	Good; pupils enjoy coming to school.

Pupils' good behaviour, their very good attitudes and relationships are significant factors in their good achievement.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7- 9 years
Lessons seen overall	Satisfactory	Good	Good

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

The teaching of English and mathematics is good overall and the teaching of mathematics in Years 3 and 4, and music, art and design across the school, is frequently very good. All teachers have a good understanding of teaching the basic skills of literacy and numeracy. The school meets the needs of all pupils well, including those with special educational needs who receive good quality support in lessons. In the lessons seen during the inspection, teaching was never less than satisfactory, it was good in 45 per cent of lessons and very good in 20 per cent. Teachers prepare and organise lessons well so that a good pace is maintained and pupils learn productively. In many lessons teachers use their questioning of pupils skilfully to extend understanding and encourage them to evaluate their own work. Although the management of pupils is good overall, occasionally teachers do not insist on pupils becoming still and quiet before giving them instructions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the school provides a wide range of learning opportunities, relevant to the pupils. Visits to places of interest, visitors to the school and a good range of extra-curricular activities broaden pupils' experiences and understanding.
Provision for pupils with special educational needs	Good; the work designed especially for them and the high level of care and support, enables these pupils to make good progress in meeting the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for social, moral and cultural development. The school's provision for spiritual development is very good in many subjects and school activities.
How well the school cares for its pupils	The school cares well for its pupils and monitors their progress carefully. It works effectively in partnership with external support agencies.

- The curriculum for science and for geography is spread unevenly over the school's two year planning cycle and this limits the progressive development of skills
- There is no outdoor play provision for the under fives.
- The school's assessment of pupils' work in English and mathematics is good but it is under developed in other subjects.
- The school has developed very effective links with parents and carers that have a very positive impact on pupils' learning at school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; enthusiasm and very clear vision by the headteacher for the school's development has promoted rapid improvement and rising standards. The commitment and hard work of all teachers in their roles as subject co-ordinators also makes a very significant contribution.
How well the governors fulfil their responsibilities	The governors are supportive, effective in fulfilling their responsibilities and they enjoy very good relationships with the school staff that are productive.
The school's evaluation of its performance	The school makes good use of its analysis of the results of school and national tests as well as its monitoring of the curriculum and teaching to evaluate its performance and modify its practice.
The strategic use of resources	The school makes very effective use of all its resources as it has a very good understanding of and makes very good use of the principles of best value.

The school has an adequate number of well-qualified staff. An extended range of skills is brought into the school because two teachers operate a job share in two classes. Learning resources are satisfactory apart from the inadequate number of computers but additional computers are expected for next term. Weaknesses remain in the accommodation such as the size and shape of the classroom for the under fives, the remote position of the mobile classroom for pupils aged seven to nine and its lack of toilets or running water and the need for the headteacher and school secretary to share an office.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Behaviour is good • The school is approachable • The school expects children to work hard and to do their best • The school is helping children to become mature and responsible • The school provides an interesting range of activities outside lessons 	<ul style="list-style-type: none"> • The amount of work to do at home • Information about children's progress

The inspection team agrees with parents' positive responses. The team judges that the amount of work pupils are given to do at home is appropriate and promotes learning. Inspectors judge that parents have sufficient opportunities to discuss their children's progress with teachers but they agree that the annual written report does not make children's attainment in relation to national expectations clear.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children generally enter the school with levels of attainment that are above average in all the areas of learning. They make a positive start to their school life and participate fully in all the activities provided. They make satisfactory progress and firmly develop and consolidate their skills. Most children's attainment is likely to be above that expected nationally, in all the areas of learning, by the end of the Foundation Stage.
2. The results of the National Curriculum tests for seven year olds in 2000 show that pupils attained above average standards in writing and mathematics in comparison with all schools and when compared with similar schools. They attained average standards in reading. Overall, the school's performance in the tests was not as good as the previous year but this relates to the difficulty in making accurate comparisons where only a small number of pupils take the test each year and also to the higher number of pupils with special educational needs in that year group. Over the last three years, the school's performance has been above the national average overall, with boys performing slightly better than girls.
3. Since the time of the last inspection from work seen and other inspection evidence, standards have risen in English and mathematics, in science at Key Stage 1, in music and art and design. Standards have been maintained at appropriate levels in other subjects, except in information and communication technology where the school is not yet meeting new requirements in this subject.
4. Inspection findings and the optional tests for Year 3 and Year 4 show that pupils' achievements are good in literacy and numeracy. By the time they leave the school at the age of nine, they attain above the nationally expected standards in English and mathematics and some pupils attain standards well above the national expectation. This reflects the hard work of teachers in improving their practice and the school's effective implementation of the National Literacy and Numeracy Strategies. Teachers help pupils use and develop literacy and numeracy skills well in other subjects and the school sets aspirational, but achievable targets for all pupils and each year group, based firmly on national tests and teachers' assessments.
5. By the age of seven, standards in speaking and listening are above national expectations. Pupils enter Key Stage 1 with a good range of vocabulary and they speak confidently. Good questioning by teachers helps pupils to learn to express themselves accurately. By the end of Year 2, pupils talk with confidence and clarity and by the age of nine, pupils' speaking and listening skills are very good. They can speak at length using a wide range of vocabulary. Standards in reading are above, and often, well above expectations in both key stages owing to well focused teaching and high expectations for attainment. By the age of seven most pupils read accurately and use a variety of strategies successfully to read more difficult vocabulary. They can discuss their choice of books but are not able to talk about their favourite authors. Pupils continue to make good progress in Key Stage 2 and by the end of Year 4, most read fluently with good expression. Their selection of books is very mature; they are all interested in each other's choice of books. Their knowledge of how to find specific non-fiction books is very secure.
6. The school has raised standards in writing by identifying common aspects that need more focus, through careful assessment of pupils' work. All teachers regularly and systematically teach spelling and handwriting and help pupils to be very clear about their ideas before they start to write. As a consequence, standards in spelling, handwriting and punctuation are good. Most pupils in Year 2 join their letters successfully and begin to use a good structure for story writing. By the age of nine, standards are above and often well above national expectations. Pupils write in a variety of styles, for example, developing logical ideas in their persuasive writing and showing a good grasp of the format of a play script. In creative and descriptive writing, pupils use powerful adjectives and construct extended sentences with the appropriate connective words.

7. The provision of challenging activities, matched well to pupils' prior levels of attainment, promotes good progress in mathematics throughout the school. The appropriate emphasis on number and development of good mental skills promotes pupils' understanding of the number system and different operations well. Between five and seven year pupils learn simple operations and to order numbers in a variety of ways. Higher attainers show increasing awareness and understanding of the value of each digit in larger numbers and are beginning to use this in mental calculations. The development of pupils' interest in investigating different aspects of mathematics and their understanding of its relevance in everyday life encourages good intellectual effort, so that by the age of nine many can articulate their strategies and conclusions clearly.
8. Teachers' assessment of pupils' attainments in science in 2000 indicates above average standards by the age of seven. Inspection findings confirm this. Although pupils achieve well during the teaching of individual units in science, the lack of regular opportunity to practise investigative skills and build their knowledge and understanding in a systematic way limits progress. By the age of nine, attainment meets national expectations but more could be expected of many pupils. Teachers do not take the pupils' previous skills and individual levels of understanding sufficiently well into account when planning lessons so that the higher attaining pupils are not sufficiently challenged.
9. The standards pupils attain in information technology by seven and nine years are below the nationally expected levels for their age and are not high enough when compared with the standards they achieve in other subjects. Although pupils are aware of the possibilities of information and communication technology, they have had too little opportunity to use computers to develop satisfactory levels of skill. However, the new teaching arrangements the school has put in place are beginning to have a positive impact. Achievement in religious education is appropriate and pupils meet the expected levels of the locally agreed syllabus for the subject.
10. The school places considerable importance on pupils' learning in the creative arts. As a result of good and frequently very good teaching and good provision of activities outside lessons, pupils' achievement is good throughout the school and most attain above the expected standards for their age. From the limited amount of evidence available, the inspection team judged that pupils attain the expected standards for their age in history, physical education and in design and technology. It was not possible to make a secure judgement about standards or achievement in geography. However, as in science, the lack of regular provision makes it difficult for pupils to develop geographical skills and understanding systematically.
11. Pupils with special educational needs make good progress and attain appropriate standards in relation to their specific targets and goals. Pupils' needs are identified early and appropriate learning targets are set. Their learning is further enhanced by the good quality individual tuition provided by the skilled learning support assistants. Able pupils also make good progress and the arrangements the school has made to withdraw higher attaining pupils from Years 2, 3 and 4 for extra lessons in mathematics has a positive impact on their standards of attainment, which are very good. There is no significant difference between the attainment of boys and girls.

Pupils' attitudes, values and personal development

12. The school has maintained the good and sometimes very good standards identified by the previous inspection. Children in the reception class make a positive start to their school life and participate fully in all the activities provided. They enjoy working together in pairs or small groups. Although children's behaviour is good in most situations, on occasion during the opening sessions of the literacy and numeracy hours, a few children sometimes call out inappropriately. They also take some time to settle down on the mat with the teacher.
13. Pupils between five and nine years have very good attitudes to learning and they show real enthusiasm for their work. For example, the bones they studied in a science lesson fascinated pupils in Years 3 and 4 and they were eager to find out more about them. Pupils in Years 1 and 2 were equally enthusiastic when making a collage based on Stravinsky's 'Firebird'. Pupils take a pride in what they can do: they spontaneously approach visitors to show them work they have done

in the past, or point out items they have made that are on display around the school. The older children discuss their learning in a very articulate manner: Pupils sustain their concentration well in lessons, for example, when trying to improve their writing. Towards the end of lessons such as mathematics and art and design, pupils in Year 3 and Year 4 showed they were well aware of the progress they had made. There is very good support for extra-curricular activities and school events. Pupils with special educational needs have a good attitude to learning. They enjoy working with the assistants and work hard at their tasks.

14. Behaviour is good overall. No unsatisfactory behaviour was seen during the inspection, and pupils show real consideration for each other and for younger children in particular. In class discussions pupils show respect for the feelings of others. One pupil nominated another for an award in assembly 'because she came and looked after me when I was lonely in the playground'. Behaviour in and around the school is nearly always good, but sometimes a little boisterous, particularly amongst the younger boys. The younger pupils do not always settle immediately they come into class after play but need to be reminded to do so by the teacher. Pupils sometimes seem unaware that they need to listen quietly to instructions. There is no oppressive behaviour and bullying is not an issue. No pupils have been excluded from the school. Pupils are courteous and trustworthy; they use school resources with care and help to keep them tidy. Pupils with special educational needs behave very well in the withdrawal groups.
15. There are good relationships between all members of the school community. All pupils feel valued and respected. Pupils know that they can put their point of view and be taken seriously. They show obvious affection for support and teaching staff alike, in and out of class, and confidently approach adults for help or advice when it is needed. Teachers encourage pupils to reflect on what they do, and understand how this may affect others. This has a very positive impact on their respect for the feelings, values and beliefs of others.
16. The personal development of pupils is good. This represents an improvement since the last inspection and results from the greater attention that teachers give to developing the capacity of pupils for independent study, personal organisation and working together. The school now accustoms pupils to working co-operatively from their earliest days as, for example, when pupils in Years 1 and 2 were collecting and displaying data. Pupils enjoy working together and frequently learn well from each other. Teachers also give pupils opportunities to develop responsibility, with each pupil taking a turn to help their class teacher. Older pupils undertake tasks that help the school to run smoothly. They prepare the hall for assembly and operate the tape-recorder. They help to clear away after lunch. They also help to run attractions at fundraising events.
17. Attendance is good. The attendance rate is above the national average and unauthorised absence below the national average. Parents say that their children like coming to school. The school pays good attention to punctuality with all sessions starting on time.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is satisfactory in the foundation stage and it is good for pupils aged five to nine years. In 20 per cent of the lessons seen teaching was very good, it was good in 45 per cent and satisfactory in all other lessons. This represents an improvement on the findings of the last inspection when teaching in one in ten lessons was unsatisfactory. The proportion of very good teaching has also increased. This makes a strong contribution to the good achievement of pupils and rising standards. The school's emphasis on professional development with a strong focus on self-evaluation has been beneficial. There is a significant improvement in teachers' lesson planning in the key stages that leads to the progressive development of pupils' knowledge and skills. This is a result of the support they now receive from the school's more consistent planning of the curriculum with clear schemes of work for teachers to follow.
19. The teaching in the foundation stage leads to sound learning. The teacher and assistant work together well ensuring that each is aware of the progress the children are making. Opening sessions of the literacy hour are used effectively to move children's learning forward. Teaching is less successful when there are limited opportunities for children to develop independence through

planned play activities. Although planning is thorough, it is not always based on the curriculum for early learning goals. This sometimes leads to the children being given inappropriate tasks that they are unable to understand fully.

20. In the classes for five to nine year olds the quality of teaching is good overall with a high proportion of very good teaching in Key Stage 2. This leads to highly effective learning in many subjects. The quality of teaching is good in most subjects, very good in mathematics in Key Stage 2 and in art and design, and music in both key stages. There was insufficient evidence to make a secure judgement on teaching in design and technology in Key Stage 2 or in geography and religious education in either key stage. Although teaching and learning were good in the one science lesson seen, overall, teachers do not take the pupils' previous skills and individual levels of understanding sufficiently well into account when planning lessons. The higher attaining pupils have few opportunities to apply more intellectual and scientific understanding to their learning and this limits their achievement. Teachers plan satisfactorily to incorporate information and communication technology across the curriculum. However, the achievement of pupils is limited because there is insufficient direct teaching. The recent arrangement for a well-briefed classroom assistant to give tuition to pupils in both classes is promoting better progress.
21. A significant strength of the teaching is the high expectation teachers have of all pupils. This results in the good level of challenge they provide consistently. This is particularly evident in the teaching of literacy and numeracy, in music and in art and design. The good quality and experience of the classroom assistants is another strength. They work in close partnership with teachers and promote learning effectively across the curriculum for many pupils, particularly those with special educational needs. The quality of teaching of pupils with special educational needs is very good in the withdrawal groups. The learning support assistants have had good training and ensure that their teaching methods challenge the pupils. Work is well matched to the specific needs of the pupils and addresses the targets on their individual education plans. Volunteer parents and grandparents give good support to the pupils in class lessons where work is also well matched to their needs.
22. The teaching of literacy is mainly good and, sometimes, very good in both key stages. Teachers across the school have a good understanding of how to teach reading and writing. They ensure that pupils know what they are expected to learn and how this links to what they have covered previously. The teaching of writing is planned very carefully. Teachers understand the need to help pupils think through and be very clear about their ideas before they start to write. Pupils have a good understanding of how they are progressing in their writing skills. Teachers give pupils opportunities to practise their literacy skills through descriptive writing in history, evaluative writing in design and technology and writing about feelings in religious education.
23. The teaching of numeracy is good in Key Stage 1 and frequently very good in Key Stage 2. Teachers are well aware of the needs of different groups of pupils within their classes and pupils know their personal targets. Teachers make mathematics relevant to pupils and this leads to considerable interest, enthusiasm and high levels of concentration that contribute significantly to the pace of learning and their good levels of achievement. Teachers further promote the teaching of numeracy through good use of subject specific vocabulary, by providing practice in information finding and data handling skills, through using measure accurately in science and by exploring pattern in art and design. A weakness identified previously was the lack of consistent development of the investigational skills of pupils. Teachers now give regular opportunities for pupils to explore mathematics in this way. In a group for higher attainers, the teacher used investigation of number, to good effect, to further the intellectual understanding of the pupils.
24. Teachers structure lessons and organise purposeful practical work well, making good use of resources. The well-chosen venues for educational visits contribute well, for example, to pupils' knowledge of life in previous times. Teachers have a good subject knowledge and understanding and are willing to extend this as demonstrated in their participation in the 'Songbird' project that has considerably enhanced their expertise in teaching music. Teachers also provide good review sessions at the end of most lessons to reinforce and consolidate the learning that has taken place. For example, Year 3 and Year 4 pupils were invited to reflect carefully on what they had achieved in

an art and design lesson. This self-evaluation by pupils is a feature in many lessons and is an improvement since the last inspection.

25. A strong feature of the school is the teachers' very good management and the firm discipline maintained in nearly all lessons. Teachers have high expectations of pupils' behaviour and of their ability to apply themselves to work. Pupils are well used to routines and being ready quickly to start work. Very occasionally, where the teacher does not sufficiently reinforce expectation of behaviour, pupils are inattentive and learning is interrupted. Teachers communicate effectively with the pupils encouraging their efforts, so that there is a pleasant and purposeful atmosphere in lessons that promotes good relationships. The pupils feel confident enough to contribute their ideas freely and to undertake new tasks. Good questioning strategies are used to check on understanding and to consolidate learning. Teachers mark work effectively leading to constructive comments in pupils' books. The regular homework the teachers provide supports learning well.

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

26. The quality and range of learning opportunities offered to the pupils are good overall. Provision is very broad and meets the interests, aptitudes and special needs of all pupils and gives them a good preparation for the next stage of their education. The school enriches the curriculum very well by many visits and visitors. The headteacher ensures that the school is included in local initiatives that enhance the activities already in place. The curriculum for the children in the Foundation Stage is satisfactory but there is no provision for an outdoor play area. All requirements are met, including the provision for the locally agreed syllabus for religious education.
27. The school recognises the importance of ensuring that all pupils receive equal opportunities to learn. This is given good attention in all subject and aspect policies. Provision for special educational needs is good and all pupils with special educational needs, including the visually impaired, receive full access to the curriculum. The school's implementation of the national Code of Practice is meeting the needs of the pupils on the special needs register and ensures equal access to the curriculum. A register of able pupils has also been established.
28. The school makes good arrangements for teaching literacy and numeracy. Very effective use is made of the national literacy and numeracy strategies, both of which having a marked impact on raising standards. The last inspection report identified a weakness in the lack of schemes of work and the school has addressed this successfully. It is creating planning files for each unit of work in several subjects that will be very helpful to new teachers or supply teachers. Planning was also identified in the last inspection as a significant weakness and the school has worked very hard to redress this problem. Planning in all subjects is now good with consistent formats to ensure that learning objectives are given prominence.
29. The provision for personal, social and health education, and attention to substance abuse are sound. The governors have agreed that sex education will not be taught formally until pupils transfer to the middle school. However, teachers address and answer sensitively any related issues. The provision of personal, social and health education and a regular time when pupils can sit in a circle on the mat with their teacher and discuss their concerns are in place for all classes. For example, the children in the foundation year were able to talk very sensibly and maturely about how they can help other people.
30. The balance of the curriculum is satisfactory overall but too little time is given to the teaching of geography during the year. Although adequate teaching time is allocated to science, the way the teaching of the subject is arranged in units, sometimes with long gaps between each unit, is not appropriate for developing pupils understanding of the subject. In addition, current timetabling means some lessons are too long for pupils of this age to sustain efficient learning.
31. The range of extra-curricular activities that the school had begun to develop at the time of the last inspection is now well established. The provision is very good with parents making a significant contribution. The school offers regular after-school clubs for African drumming, cricket and football

depending on the season, a French club and art. Judo will be available from next term. Visiting teachers offer violin, flute and keyboard lessons during the day.

32. The curriculum is enriched by very good links with the local community, by visits and visitors to the school and a developing link with a school in Ghana. The 'Songbirds' project, which is part of a local educational trust, began almost a year ago and this has had a significant impact on the standards and teaching of music. Other musical events, such as visits from music groups and the school's participation in concerts have heightened the profile of music generally. Many parents are also involved with the music making both during concerts and at regular times throughout the year. During the week of the inspection, the whole school attended the local pantomime and a visiting playwright, who teaches drama at the middle school, made a helpful contribution to the pupils' understanding of how to write play scripts. The link with Ghana has only just begun but the pupils have all sent letters and photographs to a village on the Meridian line hoping that they will set up a good communication system to exchange news.
33. Since the headteacher's appointment, links with the community have become a very important part of school life. The school was historically somewhat isolated from the village, and at the time of the last inspection this was in the process of changing. It is now very much part of the community, indeed, perhaps the central part. The parish magazine carries regular bulletins about school activities as well as requests for assistance from local people. The Post Office and a small factory making brushes both agreed to take part in a project funded by National Power that gave the children the opportunity to understand how mathematics is essential in everyday life. Both of these institutions have retained a warm interest in the school. Links with the Methodist chapel have greatly strengthened in recent years, and the minister, who is also the chair of governors, is a frequent visitor to the school, as are a number of members of his congregation. The school has friendly contact with the parish church, but the location of this building, on the far side of an extremely busy road, limits its accessibility.
34. Two projects in particular did much to raise the school's profile locally. The first of these was the construction of the 'Story Garden', when many keen local gardeners became involved. The second was the 'Age to Age' history project, when children invited local elderly people to visit them at the school once a week for six weeks, to talk about life when they were children. This has clearly had a big impact on pupils' understanding of recent history. Not only was this scheme a great success while it was running, but a number of the visitors have since become regular helpers in the school. The community as a whole makes a very good contribution to pupils' learning.
35. The school has managed to secure grant aid of various kinds from business. A local quarrying firm sponsored an artist in residence, who created the dragon sculpture in the playground, and the local Volvo dealership gave a grant towards renovating the environmental area. All these enrich the curriculum and give the children a broader experience.
36. The school has very good relationships with partner institutions. The reception teacher has regular contact with feeder playgroups. The school is a member of a group of four small schools, who work together closely in a number of areas, principally to offer the children opportunities the schools could not provide by themselves. Thus the reception classes joined together for a story telling day by a professional actor, Year 2 for a sculpture session, and Year 4 had a day of Egyptian dancing. The group is also developing curriculum liaison and sharing good practice. The school benefits in several ways from its membership of the 17-strong Federation of Frome Schools. This year the school took part in a Millennium Summer Festival of music and dance with pupils from all the Frome schools. Older children visited Frome College for a science workshop. Pupils also participate every year in the Great Elms Music Festival, which also includes schools from over the county border in Wiltshire.
37. The school's provision for spiritual development is very good and the provision for moral, social and cultural development is good. This is a significant improvement since the last inspection. Collective worship complies with legal requirements and is well planned with relevant themes, such as journeys, which include the Christmas journey, and aspects of life such as working together, friendship and special gifts. Assemblies promote awe and wonder, for example, candles are lit as

a focal point for the assembly and the pupils are given responsibility for lighting and extinguishing them. In an assembly when a visitor talked about his journey on a train through British Columbia, the pupils were filled with wonder looking at his photographic slides of the huge freight trains, waterfalls and countless coniferous forests. The school uses taped music well to set a calm tone for the assembly. Lessons include many examples of spiritual development. For example, in the reception class during their re-enactment of the Christmas journey, the children were full of awe at the presents the Kings brought to Jesus. In particular, they loved the special names of myrrh and frankincense. The pupils' beautiful singing both in assembly and in their lessons develops their awareness of the power of music to take them out of the commonplace. They are encouraged in drama and English lessons to explore and reflect on their inner lives through the discussion of texts and ideas. In music, pupils are developing a sense of working and making music together and valuing their own and others' work.

38. The provision for moral development is good. Most pupils have a good understanding of right and wrong and are encouraged to be truthful and honest. Each week, the 'Smiley' assembly gives all staff and pupils the opportunity to say why certain pupils deserve awards, for example, because they have been particularly kind or helpful. This is excellent for pupils' self-esteem as well as building up confidence and relationships. Teachers talk to pupils about moral themes such as belonging to a family and school, friendship and being kind and helpful. Good examples of teaching were observed in Year 2 where pupils discussed the effect on their villages and towns of people dropping litter. In Year 4, in a discussion on the books the pupils were reading, the issue of shoplifting arose which provoked a lively discussion amongst the pupils. The very good relationships between staff and pupils help to promote concern for others and the environment. The school supports charities and shares its harvest collection with a local hostel for the homeless.
39. The provision for social development is good. The Golden Rules for behaviour in school and in the playground are displayed for pupils. The school is a very civilised community and adults take every opportunity to develop the self-esteem and confidence of the pupils. In lessons, pupils are given good opportunities to work together either in pairs or small groups. Of particular note is the way in which pupils concentrate well on their activities when their teacher is working directly with a particular group of pupils and does not want to be disturbed. In Key Stage 1, the regular 'Collector's Corner' give all pupils in turn the opportunity to talk to the other pupils about their hobbies, to display all the items they have collected and to evaluate at the end of the week how successful they were in their presentation. The school also fosters social development through the many clubs it provides and through visits to places of interest.
40. The provision for cultural development is good. Very attractive displays throughout the school promote an understanding of British culture, other cultures and faiths. Pupils are introduced to the works of a variety of artists such as Van Gogh and Monet. Last year, the school gained funding to host an in-house sculptor who worked with the pupils for several weeks on a very large stone dragon who now has pride of place in the playground. A grant was obtained from South West Arts to fund the construction of a willow play area in the school grounds. The school has worked hard to improve pupils' knowledge of local culture by providing a very good range of visits and visitors. Visitors such as musicians, artists, playwrights and actors all contribute to an enriched curriculum. The after-school African drumming club is well attended and pupils are very enthusiastic, often dancing spontaneously to the music. The links the school has established with a school in Ghana help to further pupils' understanding and the pupils are eagerly waiting to receive replies to their letters.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The good overall care and support the school provides makes a positive contribution to their achievements. At the time of the last inspection the school was failing to comply with statutory requirements for child protection and health and safety. The provision for child protection and pupil welfare has improved dramatically and it is now very good. The school briefs new staff fully and procedures are set out clearly in the staff handbook. The topic is discussed regularly at whole staff

meetings. The staff respond to the needs of pupils with special educational needs, and those who are visually impaired, sensitively. They ensure that their specific needs are known by all staff, for example, pupils who are visually impaired are always looked after carefully during physical education and on other occasions when they need to sit at the front of the class to see the words in the books or equipment being used.

42. A detailed health and safety policy has been produced, following local authority guidelines, and there is a regular process of risk assessment. The school has had a series of professional risk assessments carried out by experts and the local authority health and safety officer carried out a full inspection of the premises last year. Playground supervisors complete a checklist every day covering such topics as damage to equipment, presence or absence of dog faeces, state of the playing area and so on. The school supervises pupils well and the environment is kept safe. For example, good arrangements are in place for the use of the mobile classroom. A minor risk noted during the inspection relating to the gate at the rear of the premises was discussed with the school.
43. The procedures for monitoring and improving attendance are satisfactory overall and the school promotes the importance of regular attendance and punctuality well through, for example, its newsletters. The school has recently begun to use a computer system to monitor attendance. Late arrivals have to enter via the door by the school office: as the registers are not kept in the office this presents the possibility that some absences or late arrivals will be incorrectly recorded. Currently, class teachers follow up unexplained absences on the day on which they occur.
44. There are satisfactory procedures for monitoring and improving behaviour and good procedures for eliminating oppressive behaviour. As at the time of the last inspection there are few rules, but these are well understood by pupils. A copy of these six 'Golden Rules' is displayed in each classroom, in the hall and in the playground. They are reviewed and if necessary amended each September in consultation with all members of the school community. This is also the case with the behaviour policy. The school has provided teaching and non-teaching staff with training in behaviour management, and the school further promotes good behaviour through assemblies and personal and social education lessons. While there was no unsatisfactory behaviour during the inspection, in some classes teachers were not firm enough in calming boisterous children fresh from the playground. There were no complaints of bullying or oppressive behaviour from parents or children, and all are confident that the school would deal with any problems quickly and effectively.
45. Overall, provision for monitoring and supporting pupils' personal development is satisfactory. Teachers know their pupils well and respond to their immediate needs in a positive and supportive manner. All adults in the school community are courteous and friendly towards each other and visitors, providing good role models for the children. The school has various formal structures for pupils' personal development, including specific lessons, 'Special Person' times, and whole school assemblies. Every week there is a 'Smiley Assembly' when pupils receive awards not only for academic or sporting success, but for thoughtful or helpful behaviour or consistent effort. Pupils are nominated for these by teaching and non-teaching staff, and can also nominate each other. All those nominating give a clear statement to the assembly of the reasons for their choice. This is an important occasion in school life and a very real encouragement for the children to become aware of their moral and social development.
46. Although there is a policy for personal, social and health education, there is no planned scheme of work as yet, and as a result no planned progression of themes for discussion from class to class. Teachers tend to work independently, usually taking their subject from that discussed in assembly. While learning support assistants keep notes on the pupils they work with, there are no formal systems for monitoring the personal and social development of all pupils, and this is reflected in the very brief comments on this area in annual reports.
47. The monitoring of pupils' academic performance and personal development is satisfactory overall, which is an improvement from the last inspection when it was identified as a weakness. The procedures for assessing pupils' attainment and progress are sound. The results of the baseline assessment in the foundation stage are used well to identify all children's needs, including those

with special educational needs whose progress is monitored thoroughly. Pupils' progress in English and mathematics is systematically assessed both formally and informally on a day-to-day basis and is used to inform planning. The school has collated a portfolio of pupils' work in English throughout the school in which pieces of pupils' writing have been assessed. The level of attainment of each pupil has been identified which is very helpful and informs future planning. A formal system for assessing progress in other subjects, with the exception of music, is not yet in place.

48. The school's procedures for monitoring the results of the national and other standardised tests used to measure achievement in English and mathematics, are good. A detailed analysis is undertaken in order to analyse trends, strengths and weaknesses. A good tracking system is in place to follow pupils' progress from the end of Key Stage 1 to Year 4. This is very helpful in identifying in which aspects of learning pupils have weaknesses.
49. The arrangements for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the Code of Practice. This includes assessing pupils' needs, planning subsequent work and developing and using individual educational plans. Pupils with special educational needs are helped in a positive manner to meet their targets in learning. Their programmes are regularly reviewed and liaison with outside agencies and external support staff is good. A register identifying able pupils is in place, which is helping to meet one of the priorities of the school to ensure that higher attaining pupils are sufficiently challenged.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. At the time of the last inspection, the relationship between the school and parents was improving. Parents now express very positive views about the school, and are delighted with the progress made over the last four years. The reception teacher has regular contact with feeder playgroups, and offers parents the opportunity of a home visit. Children visit the school before they start, as do their parents, who are given a helpful information pack. The school has established sound links with those parents who have children with special educational needs. Parents receive early notification of their children's needs and are kept fully informed. They know the point of contact in the school. The teachers discuss with parents at the open evenings how the children are progressing towards their targets on the individual education plans.
51. The school has very effective links with parents, who give a very good level of support to their children's learning at school. Parents helped to create the 'Story Garden' and to maintain the environmental area; they have helped with the redecoration of the school and with the reorganisation and regular running of the library. A regular rota of parents ensures that all the children can attend swimming lessons every week. A few parents are able to make a regular commitment to help in class, while others run after school clubs, for art and African drumming. Several parents have provided expertise on computers, publishing and journalism to support aspects of the curriculum. Parents also give a good level of support to their children at home by hearing them read and helping with other forms of homework. Parents take part in the 'Songbirds' project, and came into school in costume for a 'Victorian music hall celebration'. They enjoyed an evening workshop about the teaching of numeracy, and a number took part in a first aid course run jointly by the school and St John's Ambulance Brigade.
52. The school has addressed weaknesses in the governors' report, the prospectus and annual reports on pupils' progress. These now conform to statutory requirements but the latter lacks a contents page. Parents feel well informed about school activities by the school newsletter and the school gives regular opportunities for parents to discuss their child's progress. Although the annual reports are satisfactory, a number of parents feel that they do not given sufficient information about the progress of their children and the inspection team agrees that more could be done to clarify progress. The reports have too much information about the curriculum covered, and are not sufficiently clearly written for parents to understand to what extent their child is reaching the appropriate standard for their age. Although each child writes a note on 'What I need to improve', no formal targets are given in reports or discussed with parents at consultation evenings. This

partially reflects the developing state of assessment at the school. Information on the current curriculum is inconsistent between classes. The class for Year 1 and Year 2 pupils produces a regular newsletter; the class for Year 3 and Year 4 pupils produces one occasionally; and the reception class does not produce one at all. This is confusing for parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. As a result of the continuing enthusiasm and the very clear educational direction given by the headteacher the school has built very well on the changes being put into place at the time of the last inspection. All teaching staff carry considerable responsibilities for managing subjects and aspects of the school's work. They are committed and hardworking and, in response to the previously identified weakness, have established a very consistent pattern of leading and supporting colleagues. Parents are very appreciative of the changes that have taken place, particularly the more interesting challenges the school offers their children and the way they now feel welcomed and included.
54. There is good management of the provision for pupils with special educational needs and accurate records are maintained. The funds allocated to the school are used well and the knowledgeable governor for special educational needs supports the school's provision enthusiastically. Personnel from outside agencies, such as the advisory teacher for the visually impaired, provide good support for the school. The co-ordinator knows the needs of the pupils well and meets with the assistants weekly to discuss planning and the progress of the pupils.
55. The school has successfully pursued its ambitious improvement plan and has addressed rigorously the weaknesses identified by the previous inspection, at the same time responding to new national initiatives. For example, good quality subject policies provide a common structure for planning, monitoring and co-ordinating the curriculum and pupils make better progress in developing skills of investigation, research and evaluation. Assessment is now used well to monitor the school's performance. The school has, in addition, effectively introduced the National Literacy and Numeracy Strategies. As a result, standards are rising in several subjects. The school is well aware of the work that still needs to be done. Subject co-ordinators construct an action plan from notes and observations they make over time and these are used to inform the school's rolling three-year improvement plan. Some of the success criteria in the plan are, however, too general, making it difficult for the school to evaluate impact.
56. The governing body has maintained its good support and active involvement that was developing at the time of the last inspection. It is effective and ensures all statutory requirements are met. Governors bring many useful skills to support the school and there are very good relationships with school staff. The governors are well led and organised, with clear roles and responsibilities. They are developing a range of strategies for informing themselves of the work of the school. Besides many informal visits, they make focused visits to classes in relation to the subject under development and subject co-ordinators report to the curriculum committee. However, the curriculum committee is not fully aware of all its responsibilities. The school analyses test results thoroughly to determine the progress pupils are making and to set targets for each year group and for individuals.
57. The governors and headteacher are acutely aware of the importance of following the principles of best value when managing and allocating school funds. They consult with parents and are willing to take difficult decisions to fulfil their priorities of raising standards and maintaining parental confidence. For example, two years ago they employed extra teaching staff in order to reorganise the school from two classes into three classes. This enabled the reception year to have its own class and for the key stages to be taught separately. The result is more efficient teaching that contributes to the rising standards; parental confidence is expressed in the school's rising roll. The use of specific funds is monitored well to ensure that teachers' priorities for training are linked to the school improvement plan. The school has found it difficult to maintain its usual high standards of financial monitoring owing to the recent unexpected resignation of the school secretary but it is taking action on items recommended in the latest audit report. It makes satisfactory use of new technology, for example, for monitoring attendance.

58. The school has an adequate number of teaching and support staff and there is a strong commitment to collaborative working. For example, classroom assistants work well in partnership with the teachers, know exactly what is expected and play a valuable role in supporting children's learning. Together with teachers, they nominate pupils for awards during the school's 'Smiley Assembly'. A most attractive staff handbook provides all staff with clear and accessible guidelines for all their responsibilities. The school has introduced a rigorous programme for monitoring teaching by the headteacher and subject co-ordinators; this is supplemented by local authority support. The professional development of staff suitably focuses on self-evaluation and a training programme for promoting effective learning. Governors have formulated a very good quality performance management policy with helpful guidelines for assessment.
59. The school is continuing to make improvements to its accommodation as funds allow. Parents have helped to decorate the main building, which is bright, attractive and well maintained. Displays of pupils' work and interesting artefacts provide a stimulating environment for learning. A remaining weakness is that the pupils in Year 3 and 4 are taught in a mobile classroom, somewhat isolated from the rest of the school across the playground, that lacks running water. This causes difficulties for teaching some subjects such as science and art and pupils have to use the toilets in the main building. With further help from parents the school has created an attractive 'Story Garden' at the side of the playground that provides a quiet, contemplative area with interesting planting. Learning resources are satisfactory overall, well organised and accessible.
60. The school has succeeded in developing a very positive ethos and a common purpose among all involved in order to fulfil its aims and it has a very good capacity to continue its development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To further raise standards of work and the good quality of provision already apparent in many aspects of the school, the headteacher, staff and the governing body should:

- (1) Raise standards in information and communication technology by implementing the good quality action plan for the subject and:
 - developing a policy and scheme of work to guide teachers' planning and ensure full coverage of NC requirements;
 - further developing assessment procedures to provide a clear picture of pupils' skills and achievements
 - ensuring sufficient time for pupils to develop their skills systematically in all aspects of the subject and by;
 - providing further training for teachers and support staff in order to increase their confidence and competence. ***

(paras. 9, 20, 108, 109, 111)

- (2) Improve provision for the Foundation Stage by:

- relating the planning of lessons more consistently to the objectives specified in the national guidance for the Early Learning Goals
- further developing children's independent learning skills
- structuring role play effectively and providing appropriate links with writing
- providing a secure outdoor play area with large toys to promote children's physical development

(paras. 19, 27, 62 – 70)

- (3) Review long term curricular planning and the length of some lessons in order to provide the more regular teaching of science and geography

(paras. 8, 10, 20, 27, 88, 89, 99, 101)

- (4) Develop assessment procedures in all subjects to match the good practice already in place in English and mathematics.

(paras. 47, 94, 98, 100, 107, 113, 121, 126)

*** indicates items already under consideration by the school

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	45	35	0	0	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 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	-	67
Number of full-time pupils eligible for free school meals	-	10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	13

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	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	5	6
	Girls	10	10	10
	Total	14	15	16
Percentage of pupils at NC level 2 or above	School	87 (100)	94 (100)	100 (100)
	National	84 (82)	84 (82)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	10	10	10
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	65
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	18
Average class size	22.3

Education support staff: YR– Y4

Total number of education support staff	3
Total aggregate hours worked per week	50

FTE means full-time equivalent.

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
	0

	£
Total income	135,926
Total expenditure	135,768
Expenditure per pupil	2,155
Balance brought forward from previous year	8,826
Balance carried forward to next year	8,984

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	119
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	58	32	10	0	0
Behaviour in the school is good.	68	28	4	0	0
My child gets the right amount of work to do at home.	33	43	24	0	0
The teaching is good.	68	24	8	0	5
I am kept well informed about how my child is getting on.	20	63	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	49	39	12	0	0
The school is well led and managed.	68	20	12	0	0
The school is helping my child become mature and responsible.	63	34	3	0	0
The school provides an interesting range of activities outside lessons.	67	33	0	0	0

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

62. Children are admitted to the reception class at the beginning of the year in which they are five. The pupils become full-time within five weeks of entry. They are accommodated in an adequate classroom but this has no direct access to the outside. Most children have experienced pre-school provision. Children's attainments on entry vary but evidence from the baseline assessments shows that attainment on entry is above average overall. Children make a positive start to school and participate fully in all the activities provided. They make satisfactory progress and develop and consolidate their skills appropriately. Most children's attainment will be higher than expected in the national early learning goals in many areas of learning by the end of foundation stage. It is not easy to make comparisons with the judgements of the last inspection because of the change in inspection arrangements.
63. The quality of teaching is satisfactory and leads to sound learning. The teacher and assistant work well together ensuring that each is aware of the progress the children are making. The assistant is very patient with the children. Opening sessions of the literacy hour are used well to move children's learning forward and an example of good teaching was observed when the children re-enacted the Christmas story in role. Where teaching is less successful, tasks offer limited opportunities for children to develop independence through planned play activities. Some activities lack that essential interactive element necessary for children of this age to learn effectively. Although planning is thorough, it is not always based on the curriculum for early learning goals, which leads, sometimes, to the children being given inappropriate tasks. However, despite this, the children are happy and confident and making satisfactory progress.

Personal, social and emotional development

64. Children have appropriate opportunities to develop their personal and social skills. They are eager to come to school because they enjoy the activities and working together in pairs or groups. The quality of teaching in personal, social and emotional development is satisfactory. Most children, including the very few with special educational needs and the visually impaired, will achieve above the national expectations of the early learning goals at the end of the foundation stage. Children are very secure in the everyday class routines and have begun to develop their independence by moving around the school to assembly and lunch confidently. They collect their physical education bag quickly and with ease. In the morning they know that when they enter the classroom there will be activities arranged for them and they quickly become involved and chat to their friends. The teacher has organised a choice board to encourage independence when children select activities but this does not yet have the desired impact. Most children do not know how to use this and simply move from one activity to another without referring to the board.
65. Children take responsibility for their own belongings. They are expected to put their clothes tidily on their chairs when changing for physical education and all the children can change independently. The teacher's expectation of children's behaviour varies. Behaviour is good during assemblies and playtime but in the classroom during the opening sessions of the literacy and numeracy hours, a few children sometimes call out inappropriately. They also take some time to settle down on the mat with the teacher. At the end of lessons, pupils are not trained to tidy away the equipment they have been working with and most children simply leave it on the tables. The teacher has included a slot in the timetable for personal and social education when children are encouraged to tell the class, for example, how they help their friends and parents. The children are secure and confident with the adults in the classroom and show this by their mature attitudes to learning which are good despite, sometimes, not being entirely sure what is expected of them.

Communication, language and literature

66. Most children, including those with special educational needs and the visually impaired, are exceeding the national early learning goals in communication, language and literacy. Attainment is above the expected standard and, sometimes, well above. Teaching in this area is satisfactory. Opportunities are provided for children to develop their speaking and listening skills through taking turns when playing games and by asking and answering questions. Elements of the literacy hour are used well by the teacher and she develops a good understanding of the link between letters and the sounds they represent through effective word, sentence and text level work using well-known stories. The teacher ensures that the pupils with visual impairment can see or touch the texts being used. Most children can have a go at writing messages on their Christmas cards and several can write descriptions of the pictures they have drawn or of printed story pictures. However, there is little opportunity for writing through role-play or for the children to initiate their own activities that help them learn from each other. There are occasions when the teacher is working directly with the children expecting them to write words that are not appropriate to their learning needs and they make little progress. The children enjoy stories and rhymes and like books. The use of information and communication technology is good during the literacy hour when the children work on a program to extend their reading skills.

Mathematical development

67. Attainment in this area of learning is above the expected standard and, sometimes, well above. Most children, including those with special educational needs and the visually impaired, will exceed the national early learning goals for mathematics by the end of the foundation stage. Teaching in this area is satisfactory. Children are beginning to understand mathematical vocabulary, such as 'one more than five is six' and most children recognise numerals to 20. They develop their mathematical skills through a variety of practical activities, for example, making numbers with playdough and playing with number jigsaws. Good intervention from the teacher ensured that the group making numbers moved forward in their learning well by identifying the numbers and placing them in order on their boards. The group working with the assistant on a 'shop' activity using plastic money made less progress. The work planned by the teacher for this activity was not suitable for children of this age and was too prescriptive. During the numeracy hour, the children develop their counting skills through chanting and identifying the numbers using a big number square. They enjoy holding their number cards and can find their place in a numerical line.

Knowledge and understanding of the world

68. Children enter the reception class with good general knowledge and most children will exceed the national early learning goals by the end of the foundation stage. They build on their knowledge to help them understand more about the place where they live and what has happened to them since they were babies. They select resources and tools safely to construct and build. Most pupils use the computer with confidence; they use the mouse appropriately and recognise the letters on the keyboard. They need very little support. The quality of teaching is satisfactory overall and sometimes good in this area of learning. Good resources enabled the children to make effective collages of several different shiny papers. An interactive display of materials showing colour and light, such as mirrors, a glass prism, torches and Christmas lights ensures that the children's senses are aroused and their vocabulary moved forward. The organisation of an exploratory activity when children made a vehicle was weak because the children could not physically push the split pins through the plastic material and needed help. No discussion or questioning of the children took place and the learning objectives were not clear.

Physical development

69. The children's physical development is on course to exceed the national early learning goals at the end of the foundation stage. During music and movement sessions indoors, children show that they can use space creatively and respond imaginatively to music. The teacher makes appropriate use of language to encourage the children to move well. Children are developing well their skills of

cutting, joining and sticking as seen when they cut out shapes to make Christmas cards. There is no outdoor play area or big toys for the children to use to make further progress in the development of their physical skills. Teaching in this area of learning is satisfactory.

Creative development

70. Attainment in this area of learning is likely to exceed national expectations by the end of the foundation stage. Good teaching ensured that the children became totally absorbed in their role-play of the Christmas story. The space in the classroom was used well and good resources ensured that all children took part. The children achieved particularly well in this role-play because of the way the teacher supported and extended them. They were able to sustain their characters for a long period of time. However, the organisation of the role-play area in the classroom is weak and there is little intervention or encouragement by the adults to ensure that the children's vocabulary and understanding is extended. Children can create interesting collages using a wide range of resources. They can mix paints and make good progress. For example they use paint boldly and effectively after studying the 'Sunflowers' painting by Van Gogh. They learn to sing well in assembly and enjoy being part of the music-making activities, such as singing in the round.

ENGLISH

71. The results of the end of key stage tests in reading in 2000 were broadly in line with the national average and with similar schools. In writing, results were above average compared to the national average and to that of similar schools. Results in reading and writing have improved steadily since 1997 but have declined this year. However, in this particular group of pupils, more pupils with special educational needs have been identified. Inspection findings show that pupils in Key Stage 1, and pupils at the end of Year 4, are attaining standards above national expectations in reading, writing, speaking and listening and spelling. Several pupils attain well above expectations. Achievement of all pupils, including those with special educational needs, is good. Standards have improved since the last inspection.
72. By the age of seven, standards in speaking and listening are above national expectations. Pupils enter the key stage with a good range of vocabulary and they speak confidently. For example, in an English lesson Year 1 pupils give clear suggestions what different characters may be saying in a particular part of the story. By the end of Year 2, pupils talk to visitors with confidence and clarity about their work and how they discover how to spell difficult unfamiliar words. Standards in reading are above, and often, well above expectations. Most pupils read accurately and use a variety of strategies successfully to read more difficult vocabulary. They can discuss their choice of books but are not able to talk about their favourite authors. Writing standards are above average and, often, well above average. Standards in spelling, handwriting and punctuation are good with most pupils in Year 2 joining their letters successfully. There is plenty of evidence of above average extended writing with pupils able to write delightful diaries over the course of a week and beginning to use a good structure for their story writing.
73. By the end of Year 4, pupils are very confident and mature when discussing their favourite authors. Their speaking and listening skills are very good and they can speak at length using a wide range of vocabulary. Pupils' reading skills are above and, often, well above average. Their choice of books is very mature and more than half of the pupils visit their local library regularly. Most pupils read fluently, accurately and with good expression. They are all interested in each other's choice of books and listen intently to the précis of the story and the short extracts read aloud by individual pupils. Their knowledge of how to find specific non-fiction books is very secure. Writing standards by the end of Year 4 are above average and, often, well above average. Standards in handwriting and spelling are above average. Pupils can write in a variety of styles, for example in their persuasive writing their ideas are developed in a logical way and convince the reader. The pupils' work shows a good grasp of the format of a play script as well as being able to include asides in brackets such as, (She shot a glance at Mildred). In creative and descriptive writing, pupils use powerful adjectives and construct extended sentences with appropriate connective words. The higher attaining pupils have a good grasp of the use of simile, for example, 'The leaves are like a piece of silk.'

74. Teaching is good overall and, sometimes, very good in both key stages. This is a significant improvement since the last inspection. Good attention is paid to the teaching of spelling and handwriting, which is taught regularly and systematically each week. Pupils are expected to learn their spellings at home and are well supported by their parents. Teachers across the school have a good understanding of how to teach reading and writing. They ensure that pupils know what they are expected to learn and how this links to what they have covered previously. The teachers set a good pace in the lessons and their good questioning skills ensure that the pupils express their ideas accurately. For example, Year 2 pupils were able to give very good suggestions for the words spoken by the characters in a story used for the opening part of the literacy hour. The pupils' learning about capital letters and exclamation marks moved forward in this lesson due also to the good resources prepared by the teacher of sticky paper speech bubbles for the pupils to write in. They were very eager to have a go at writing their sentence. The teaching of writing is planned very carefully. Teachers understand the need to help pupils think through and be very clear about their ideas before they start to write. As a result, pupils make a creative effort and know how they are progressing in their writing skills.
75. All the teachers have high expectations, which results in the pupils quickly finding their resources and settling down to the activity. This is exemplified in Year 4 when teachers are supporting small groups of pupils to improve their reading skills. Well-focused questions ensure that pupils think very hard about their understanding of the story as well as the vocabulary used by the author. Management of pupils' behaviour is good throughout the school and, as a result, no time is wasted and good progress made in lessons. There is evidence of the teaching of literacy in history when pupils write descriptively of their visit to the Victorian school and interviews with their grandparents. In design and technology, they are learning how to write in an evaluative style and in religious education the pupils demonstrate the ability to write sensitively about their own feelings.
76. Pupils with special educational needs have detailed individual action plans, which are followed carefully, and this results in good teaching that is well focused. The teaching assistants support pupils well and use very good resources that motivate the pupils to listen attentively and make every effort to succeed. The pupils' achievements are good.
77. Management of English is good. The co-ordinator has worked hard to improve standards in writing by assessing pupils' work and working with teachers to identify common aspects that need more focus. As a result, attainment in writing has improved. The co-ordinator has collated a portfolio of pupils' work that clearly shows the level of attainment each pupil has achieved. This is helpful to the teachers when they are analysing pupils' work and contributes to the raising of standards. Assessment of English is good. The school analyses closely the results of national tests, and other tests the school uses, to predict how the pupils will attain at the end of the key stages and uses this information effectively to monitor progress. English makes a very positive contribution to the pupils' spiritual, moral, social and cultural development. All pupils have equality of access to the curriculum.

MATHEMATICS

78. The National Curriculum tests for seven year olds in the year 2000 show that pupils attained above average standards in mathematics in comparison with all schools nationally and with similar schools. The results dipped from the high standards attained in 1999 but year on year comparisons are difficult owing to the small number of pupils taking the tests each year. Over the last three years the school's performance in mathematics has exceeded the national average. Inspection findings are consistent with the year 2000 test results; both by the age of seven and at nine years of age, when they leave the school, pupils attain standards that are above the national expectations for their age. Some attain above the expected standard. This represents a significant improvement since the last inspection. In 1996 no pupils attained the higher Level 3 in the national tests, in 2000 the proportion attaining this level was in line with the national average.
79. The school has introduced the National Numeracy Strategy successfully and this has helped to overcome the lack of a clear scheme of work that was a weakness identified by the previous

inspection. Scrutiny of pupils' work from both key stages indicates that they follow a curriculum that is well-balanced across all aspects of mathematics. Planning across the school now follows a consistent pattern. In most lessons the introductory session has a brisk pace, involves all the pupils and engages them in activities that sharpen thinking. For example, pupils in Year 3 and 4 demonstrated their good grasp of a wide variety of mathematical vocabulary such as multiple and doubling and of mental operations related to the number of the week '80'. The teacher made very good use of a target board with several different numbers to encourage pupils to make number sentences to reach 80 in one, two and then three steps. The challenging activities, the emphasis on practical tasks and the good match of work to pupils' needs all contribute positively to the good standards of teaching and learning in both key stages.

80. In Key Stage 1, pupils develop a good understanding of the number system by using practical aids such as a 100 square and a metre stick divided into sections of 10. They order numbers successfully and some higher attainers show increasing awareness and understanding of the value of each digit and are beginning to use this in mental calculations. They can count forwards in twos, fives and tens and many can also count backwards. They understand which are odd and even numbers and the meaning of doubling and halving. This is because teachers give very good oral guidance and demonstrations that inspire pupils' interest by helping them to find patterns in the number system. Through a data handling activity using tallying, pupils begin to appreciate the advantage of counting in units larger than one. Through collecting data from classmates, on a theme chosen by themselves, Key Stage 1 pupils also practised their social and speaking and listening skills.
81. A further weakness identified previously was the lack of consistent development of the investigational skills of pupils. The school now places a suitable emphasis on the development of these skills in all age groups and makes them relevant to pupils through the contexts within which these are applied. For example, the teacher asked pupils in Years 3 and 4 to think of all the common phrases people use about time so as to emphasise to them the importance of the measurement of time in many aspects of everyday life. Later in the lesson the higher attaining pupils applied their new knowledge well to working out journeys using local bus timetables.
82. The effective provision of classroom assistants helps pupils with special educational needs to make good progress throughout the school and enjoy all mathematical activities. The school is also addressing the needs of the higher attaining pupils by the weekly teaching of a group composed of Years 2, 3 and 4 pupils by the mathematics co-ordinator. She prepares stimulating investigations that promote varied aspects of mathematical learning. In a number investigation during the inspection, the pupils eagerly tackled the work using trial and error initially. Following good questioning by the teacher that helped them to recognise different patterns, they began to evolve strategies to find a solution, setting themselves challenges along the way. The older pupils were able to describe what they were doing and why and the younger members of the group achieved the task with support from the teacher.
83. In Key Stage 1, the teaching was good in all the lessons seen, with teachers sometimes reminding pupils of their personal targets in mathematics and directing questions specifically to different groups in the class. In Years 3 and 4 teaching was good and frequently very good as there are particularly high expectations of pupils' achievement. Teachers consider all contributions from pupils with respect and praise effort appropriately. This leads to pupils' good and often very good attitudes to mathematics. Their interest, enthusiasm and high levels of concentration contribute significantly to the pace of learning and their good levels of achievement. Pupils listen attentively to teachers, discuss their work and with help, begin to articulate their thinking using correct mathematical vocabulary.
84. The subject co-ordinator has made a positive impact on the quality of teaching through her good management of the subject. She has closely monitored lessons, teachers' planning and pupils' progress. The assessment of pupils' attainment and progress is good overall with careful monitoring of pupils' attainment in relation to targets that have been set for them. The analysis also indicates that there is no significant difference between the performance of boys and girls. The school uses a commercial scheme and other materials appropriately to support its work in mathematics. The

school is beginning to use computers to help pupils improve their number skills and to handle data but this is in an early stage of development.

SCIENCE

85. Only one lesson in Key Stage 2 was seen and no teaching of science was taking place in Key Stage 1 during the week of the inspection so it is not possible to make judgements on the quality of teaching and learning overall. Standards in science have risen since the last inspection in Key Stage 1. Teacher assessments for pupils aged seven years in 2000 indicate that the percentage of pupils attaining the expected Level 2 was very high, being in the top five per cent of all schools, and was above the national average for the higher Level 3. Scrutiny of work on light and electricity, undertaken during the previous half term, confirmed above average standards for pupils of this age.
86. Teachers had planned a range of interesting and relevant work to develop pupils understanding of light and electricity, with appropriate first hand experiences and investigation of simple circuits. Pupils are learning to record observations in a variety of ways including labelled diagrams and bar charts. Older higher attaining pupils were given extended work, for example on insulation, discovering how electricity travels to pupils' homes and learning about the scientist, Edison. Scrutiny of other work indicates pupils have a good understanding of push and pull forces and use measure in their investigations.
87. In the lesson observed in Key Stage 2, pupils were studying bones and the human skeleton as part of their work on the human body. The teacher provided an extensive collection of a wide variety of bones from mammals and birds that amazed pupils and gave them an insight into the relationship between structure, size and function. Pupils were inspired to produce some good quality observational drawings and they also used reference books effectively to find out and record the protective function of the human skull and ribcage. The quality of teaching and learning were good in this lesson.
88. Scrutiny of previous work indicates a good balance of work across all aspects of science. Teachers give pupils opportunities to learn the investigative process, to collect first hand evidence, make predictions and how to make a test fair. Pupils are on line to achieve at least average standards by the time they leave the school aged nine. Pupils with special educational needs make good progress. However, pupils mostly undertake the same activities and more could be expected in the quality of recording. Teachers do not take the pupils' previous skills and individual levels of understanding sufficiently well into account when planning lessons. The higher attaining pupils have few opportunities to apply more intellectual and scientific understanding to their learning and this limits their achievement. Some higher attainers have, however, attended specific science days in the locality with pupils from other schools.
89. Overall, adequate teaching time is allocated to science, though lower than average when compared with most first schools. However, the way the teaching of the subject is arranged in units, sometimes with long gaps between each unit, limits pupils' understanding of the subject as an important means of enquiry about the world they live in and the progressive development of their scientific skills. In addition, current timetabling means some lessons are too long for pupils of this age to sustain efficient learning.
90. The co-ordinator manages the subject well supporting colleagues, for example, by organising resources to make them more accessible and by developing a portfolio of examples of pupils work. She finds the good liaison with other local schools helpful and has a clear view of the strengths and weaknesses of the subject in this school. For example, assessment is satisfactory but the co-ordinator recognises ways in which it could be improved, and that monitoring of the subject across the school now needs a sharper focus. The school improvement plan for this year includes actions designed to further develop the teaching and assessment of science.

ART AND DESIGN

91. By the end of Year 2 and the end of Year 4 pupils attain standards that are above and sometimes well above the national expectations of seven and nine year olds. This significant improvement on the findings of the previous inspection is a result of the opportunities to select resources and decision-making skills that teachers give to pupils. Pupils' achievement is very good in both key stages as a result of very good teaching. Teachers plan lessons thoroughly and prepare resources well. The teachers demonstrate a high level of artistic skill, experience and subject expertise. As a result, pupils respond very well and clearly enjoy their work. Behaviour is very good and pupils cooperate well, sharing resources and clearing up at the end of lessons. They become totally absorbed in their activities and concentrate well so that they work at a very good pace. They take pride in their achievements as these are well celebrated by the school. Pupils with special educational needs make good progress in art throughout the school.
92. In Key Stage 1, pupils make very good progress in developing their art and design skills. Teachers encourage them to investigate and explore a range of materials to create patterns, such as charcoal, chalks, oil pastels and paints. Pupils learn how to create repeating patterns of geometrical shapes while experimenting with a colour range and fill in the background to a poster about the hazards of electricity with a suitable colour wash. They also explore colour and shape making patterns with curved lines. The way of working promotes a high degree of responsibility and independence. In a very good lesson for pupils in Year 1 and 2 the teacher used excerpts from Stravinsky's 'Firebird Suite' to stimulate pupils' imagination. After listening to the music she encouraged pupils to express their feelings and share ideas. Following a brief synopsis of the story she led further discussion on the appropriate colours to use in depicting the firebird in a collage. Pupils were inspired to start work quickly and they confidently selected items from a wide range of resources to produce the effect they wished, building up their imaginary creature. The teacher encouraged them to use three-dimensional effects, thereby extending their learning. The pupils talked about why they have chosen particular materials and shapes. They evaluated their work and suggested improvements that could be made to their own work and that of others.
93. In a very good series of lessons for pupils in Years 3 and 4, the teacher has promoted learning, of a range of skills and techniques, through exploration of design based on a theme. Pupils studied a wide range of designs from different times and cultures then chose a basis for designing and drawing their own motif. They made a stencil and a block of the motif and the teacher has shown them how to use these with stippling, sponging and roller printing. All pupils achieve a high degree of success owing to a number of factors. In the lesson seen, the teacher had very high expectations and demonstrated each technique clearly, giving hints about the need, for example, 'to lift this very carefully'. She used and emphasised appropriate vocabulary and encouraged discussion at different points in the lesson about aspects of the work. She encouraged pupils to use a 'response partner' to help with evaluation and discuss any problems that arise. The pupils showed a very enthusiastic response to the exciting challenges presented and worked at a very good pace while taking care and learning the importance of planning each step. In a good review of work at the end of the lesson, the teacher gave pupils the opportunity to reflect on what they had achieved and what they needed to think about for the next lesson when they will combine different techniques. She has encouraged pupils to develop a good understanding of their learning; all keep a record of the stages of work by displaying these on large sheets of coloured paper, to which they can refer.
94. The subject co-ordinator is well qualified and has promoted the subject effectively through her own example and the way art is displayed around the school. She ensures pupils' experiences in art are extended well. For example, teachers use artists such as Escher, Arcimbaldo and Monet effectively as stimuli for pupils' work. Parents organise an after school club where pupils practise skills such as clay and papier mache modelling. Pupils were fully involved in drawing designs for the sculpted dragon in the school grounds. Pupils also join in art activities with pupils from other local small schools. There is an updated policy and clear scheme of work in place. Although this does not allocate the study of different artists to year groups, so as to avoid unplanned overlap, plans have been made to put this in place in the spring term. As yet, the school has no assessment procedures for art, nor have examples of pupils' work been collected for guidance on

expectation. There are good links with other areas of the curriculum such as literacy, music, history and religious education and pupils are beginning to use a computer program to support their learning. Art and design make a significant contribution to pupils' spiritual, social and cultural development and supports the aims of the school well.

DESIGN AND TECHNOLOGY

95. In both key stages pupils reach standards expected for their age. This judgement is made from observing the lesson in Key Stage 1 and a scrutiny of photographs, plans and pupils' evaluations in Key Stage 2. All pupils, including those with special educational needs, achieve satisfactorily. This finding is in line with the previous inspection.
96. By the age of seven, pupils can draw a simple design and write a list of the items they need to make a pair of very decorative goggles suitable for wearing at a party. Their evaluation shows that they can identify how they could have ensured that their product would not come undone easily. The finished products are displayed attractively together with pupils' evaluations of their skills of joining and assembling. Teaching in Key Stage 1 is good. The teacher prepared good resources to show the five and six year old pupils the many different ways in which Christmas cards can be made using a variety of techniques, for example a pop-up card. Her skilful questioning and prompting ensured that the pupils were very interested and they listened attentively to each other's suggestions on how to make similar cards. For example, one pupil noticed that the reason the round card could stand up securely was because it was made with a flat bottom. In this short lesson, the pupils managed to choose the type of card they wished to make and to write down their reasons appropriately for choosing that card.
97. By the age of nine, evaluating products is a more prominent part of pupils' work with comments such as, 'It (an alarm box) was small and fiddley so we could have made it bigger.' Throughout Key Stage 2, as well as working with food, pupils use an increasing range of tools, materials and components, including textiles, wood and plastics, as demonstrated by the musical instruments made by the pupils in Year 4. No teaching was observed in this key stage and judgements have been made using planning documents, pupils' work and photographs.
98. The co-ordinator works hard to encourage and support other teachers. Her monitoring feedback has improved their teaching skills. The policy has been revised recently and the scheme is being built up gradually as each unit of work is completed. This is already a very helpful document for planning. Ongoing assessment during lessons is sound but a more formal system for assessment is not in place. This subject makes a good contribution to the social development of the pupils through their need to consider the views of others when discussing their design ideas in a group. The designing and making of musical instruments from other cultures has also had an impact on the pupils' cultural development.

GEOGRAPHY

99. No geography lessons were seen during the inspection and owing to the limited quantity of other evidence it is not possible to make a secure judgement on standards or the quality of teaching and learning. The school does not allocate enough time for geography, with only one unit of work per year in each key stage. This means that pupils are not given enough opportunity to develop their skills of geographical enquiry and interpretation.
100. Scrutiny of a limited range of work undertaken by pupils in Key Stage 1 shows that pupils are attaining close to the expected standards for their age. When making comparison of their own village with one in Ghana they were able to note similarities and differences, increase factual understanding and achieve a satisfactory level of mapwork. Pupils talk and write about how they would like to improve the environment in their own village. In the few examples seen, the standards of presentation across a range of ways of recording, were good. In work relating to their own locality pupils have some idea of how and where to look for evidence. This is similar to the findings of the previous inspection. As yet, there is no formal procedure in place for assessing how each group of pupils has moved forward in their geographical knowledge and understanding.

101. Owing to the focus on other subjects over the last two years, little attention has been given to the development of geography. The subject co-ordinator is aware that insufficient teaching time is given to the subject and of the work needed to improve provision. She attended a meeting for liaising with the middle school about the Key Stage 2 curriculum but the expected local education authority support was unavailable, so the group has delayed firm decisions on this matter until the spring term. The co-ordinator has produced a good action plan for updating the school's policy and scheme of work and for organising resources.

HISTORY

102. Only one lesson of history was observed owing to the organisation of the timetable throughout the year. Evidence from the lesson observed in Key Stage 1 as well as previous work and planning documents in Key Stage 2 show that, in both key stages, pupils reach standards expected for their age. The achievement of all pupils, including those with special educational needs, is appropriate. This finding is in line with the previous inspection.
103. By the age of seven, the pupils develop their knowledge and understanding of the lives of people in the past, for example by using role-play to imagine how people lived at the time of the Great Fire of London. Most pupils can compare drawings of houses and streets built during the seventeenth century with those built today. They are very industrious and are capable of identifying, for example, the contrast between plumbing arrangements and the difference between building materials. This work is successful because the teacher has a clear grasp of the subject, as shown by the perceptive questions, which challenge the pupils and sustain their interest levels. The good resources organised by the teacher have an impact on the pupils' knowledge of the past when they begin to grasp how primitive the fire-engines were and how all the water had to be brought by hand to put out fires.
104. At age nine, pupils have a sound knowledge of life in Victorian times. Their visit to a local museum, which has been turned into a Victorian school, has given the pupils the opportunity to compare and contrast their own experiences at school today with pupils in the nineteenth century as well the lives of others in Britain generally. Their sense of time is developing well with pupils in Key Stage 1 writing about the day their grandparents and other members of the community came to the school to answer questions about their childhood. The pupils' written recording shows how interested they were in the clothes the boys and girls wore and how very few toys were available.
105. Teaching is good in Key Stage 1. The teaching motivates the pupils, who apply themselves well and show much interest in their work. This is well illustrated in the work on the Great Fire of London where the teacher has carefully planned each lesson to move the pupils forward in their understanding of how different their lives are to those in the past. The use of good first hand sources of evidence, such as copies of woodcuts, together with skilled questioning and explaining, has helped the pupils to make simple observations of the past.
106. The subject is led well. A planned programme of classroom observation by the history co-ordinator has resulted in a better understanding by the staff of the objectives for their teaching and has improved their teaching skills. The policy has recently been reviewed and a scheme of work is in place which provides a structure that teachers find helpful in their planning. Many visits and visitors considerably enrich the curriculum for history. Links with the community have been deepened by the visit to the school by grandparents and others of that generation, and several have become valued helpers in class lessons.
107. Lessons in history contribute to the pupils' moral development when they begin to develop an understanding of the harsh manner in which children were treated in the nineteenth century. History also contributes to their social development during lessons when they work together looking closely at first hand sources and deciding what they are going to write in response. Although it is clear that teachers assess pupils' progress during lessons, there is no formal procedure in place for assessing how each group of pupils has moved forward in their historical knowledge and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. The standards pupils attain in information technology by the end of Key Stage 1 and the end of Year 4 are below the nationally expected levels for their age and are not high enough when compared with the standards they achieve in other subjects. At the time of the last inspection, pupils were attaining appropriately for their age but the school has not managed to keep pace with the increasing demands and changes in the subject. Pupils have experience of most aspects of the information and communication technology curriculum, but there has been too little opportunity for them to use computers, to allow them to develop satisfactory levels of skill. Achievement is unsatisfactory; pupils are aware of the possibilities of information and communication technology but owing to the lack of regular practice they do not make consistent progress in the various strands of the subject.
109. Pupils follow screen instructions capably and many show good co-ordination when using a mouse. They understand the function of various keys but most can operate the keyboard only slowly. They are beginning to learn to combine text and pictures and to understand that they can control position and size. For example, pupils in Key Stage 1 are adding their own text to photographs taken with a digital camera. They have also entered data to make a bar chart as part of a science project.
110. Pupils in Key Stage 2 have also entered data, about their teeth, and displayed it in various ways, but as found previously this is mainly at the level of presentation rather than extending the work into interpretation. An improvement since the last inspection is that pupils are beginning to use CD Rom for research purposes, as seen in science for pupils in Years 3 and 4.
111. Teaching is sound overall. Teachers plan satisfactorily to incorporate information and communication technology across the curriculum. Although the computer is used in many lessons in the Key Stage 2 class, progress is limited because only a few pupils have the chance to use it each lesson and there is insufficient direct teaching. As a result, routines for some programs are not established sufficiently and the pupils often need help at the start of a program.
112. The school has arranged for a learning support assistant to work in each key stage on alternate weeks, to give individual tuition to pupils. She is briefed well by the teacher in Key Stage 1 and guides pupils well on use of the mouse and keyboard and the possibilities when combining photographs and text. Pupils make good progress in these sessions. Pupils use computers sensibly and work well together in pairs. They are keen to succeed, learn from their mistakes and willingly talk about what they are doing.
113. The subject co-ordinator has good skills, manages the subject well and has a clear view of the way it needs to be developed. Improvement in provision started last year with introduction of a software package and related training for all staff. The co-ordinator has audited hardware and software and undertaken a skills analysis of the staff. She has ordered new computers for each classroom to increase pupils' access. She has attended training on the guidelines of the Qualifications and Assessment Authority and is to have further training on the assessment of the subject. Children enter the school with very varied experience of computers so a learning support assistant has designed a useful baseline assessment during her training. As yet, however, formal assessment of the subject is underdeveloped. Information and communication technology is again a strong focus in the school improvement plan for this year with further training for all staff on use of the Internet and for planning regular opportunities for using computers across the curriculum. The school is making a concerted effort to raise standards in this subject.

MUSIC

114. The last time the school was inspected, standards in music were in line with expectations at both key stages. Since then, they have improved and pupils in both key stages are reaching standards above those expected for their age and enjoy their music making activities. The visiting music specialists provide good tuition and the impact of the 'Songbirds' project provided by a local educational trust has been a major influence in improving the standards and teaching of music in the school. The achievement of all pupils, including those with special educational needs, is good. The enriched curriculum for music enables the higher attaining pupils to achieve well. The pupils aged seven to nine who play musical instruments attain particularly high standards in their ability to read and play music.
115. All pupils sing well showing good control of pitch, dynamics and rhythm. They sing sweetly in assembly both in the round and unaccompanied, often led by the older pupils. They enjoy performing and the whole school is joining with other small schools to give a concert in Frome during the week following the inspection.
116. The quality of teaching and learning throughout the school is very good. In Year 2, the very good methods of teaching ensure that most pupils can tap out a steady pulse and beat out the rhythm of some well-known tunes. The pupils are highly motivated and very well behaved. They are engrossed in the lesson and particularly enjoy singing the repetitive rhythm of a North American Indian chanting song. They listen intently to the teacher singing out the verse and respond on time singing back the echo accurately. In Year 4, the teacher's very good knowledge motivates the pupils who make every effort to perform well and show a great deal of enjoyment in their music making. Good planning ensures that pupils have moved forward in their skills from Key Stage 1 and can respond to the teacher beating out a rhythm by giving her an answer, not an echo. Most pupils can clap out the rhythm from a prompt card held by the teacher and can compose their own rhythms using musical notation. Practically all pupils maintain their own part when beating out a rhythm in a whole class performance. The higher attaining pupils recognise crochets and quavers.
117. The subject is led well. The local authority carries out a regular programme of monitoring and assessment to ensure that good value for money is being obtained from the funding of the 'Songbird' project. Feedback from the monitoring has improved teachers' skills and confidence considerably. The policy has been reviewed and the scheme of work has had a positive impact on the progressive development of knowledge and skills. The curriculum for music is enriched by the provision of extra-curricular music lessons in flute, violin and keyboard as well as an after-school drumming club, which is very well attended. Parents are involved directly in music making in the school and have formed a singing group, which is supported by the 'Songbirds' project leader. The pupils and parents take part in concerts regularly and music groups have visited the school, for example, to perform Indian music. Music contributes very positively to the pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

118. Only one dance lesson in Key Stage 1 was seen during the inspection so it is not possible to make a judgement on teaching and learning overall. However, from the lesson observed and noting standards achieved on pupils' swimming certificates it appears that pupils in both key stages are meeting national expectations and maintaining the standards noted at the time of the last inspection.
119. Teaching was good in the lesson seen. The planning indicated a good knowledge and understanding of the subject with clear objectives for imaginative response to music and communication of ideas and feelings through change of rhythm, speed, level and direction. The lesson had a good pace and structure and pupils made good progress as the teacher carefully built their learning all through with a constant emphasis on improvement.

120. The pupils knew why they needed to warm up before exercise and were familiar with the routine for this. In response to music from Stravinsky's 'Firebird Suite' pupils used different parts of the body with good co-ordination, dipping and swaying at different levels. The teacher modified the plan for the lesson appropriately when she realised they needed more practice at responding quickly to changes in rhythm. The teacher used pupils' demonstrations well to point out good features of the work and good questioning helped the pupils understand. The pupils listened and followed instructions and responded well to a tambourine signal. Most have good control but one or two boys found it difficult to remain still when the teacher was talking.
121. The subject is managed well and the staff have agreed a new policy and this is waiting approval by the governing body. It is supported by a clear and helpful scheme of work that outlines a rota of activities for both key stages over a two-year cycle. There is detailed guidance for each strand of the physical education curriculum that includes the way to ensure a routine of planning, performing and evaluating work. Appropriate attention is given to health and safety issues in the guidance. As yet, no formal assessment procedures are in place. The good-sized hall and hard and grassed areas outside provide good facilities for all aspects of the curriculum. Resources are satisfactory.
122. The school enhances the curriculum through regular swimming lessons and extra-curricular clubs such as those for football and cricket. It plans to start a judo club next term. Pupils demonstrate their dancing skills in village and school events.

RELIGIOUS EDUCATION

123. No teaching of religious education was seen during the inspection because of the organisation of the timetable during the week. Evidence from previous work and anthologies of their writing show that pupils achieve standards in line with the expectations of the locally agreed syllabus and their achievement is appropriate. This is similar to the findings of the last inspection.
124. By the age of seven, pupils respond to their own experiences sensitively and write about their hopes and dreams for the world to be a good place to live for everyone. Their response to learning about Judaism shows that they are thoughtful about behaving well and can write their own 'Ten Commandments'. The pupils watched a video re-enacting the Passover meal that enabled them to reflect well on the rules of some religions. The good planning of the work on the story of Jonah had a positive impact on the pupils' understanding of the consequences of their own actions. As a result, pupils in Year 1 were able to write comments such as, 'Don't wish you had other people's things', and 'Be grateful. Don't say I don't like that.'
125. By the age of nine, pupils can reflect on their physical and emotional needs within their family life. They have had time reflect on the meaning of 'the spirit' and write that they can show their spirituality by being kind and welcoming to others. The pupils show maturity write about their own interpretations of the spirit such as, 'The spirit is like a breath of wind, something invisible. A part of a person you cannot see.' Pupils' work this term has concentrated mainly on Christianity and the pupils relate the beliefs and teachings of Jesus confidently.
126. No lessons in religious education were observed during the inspection and no secure judgement can be made on the quality of teaching. The subject is led well by the enthusiastic and knowledgeable co-ordinator. The school reviewed religious education policy recently and this is very thorough. The scheme of work follows the locally agreed syllabus and other national schemes are used as supplementary material. There has been no monitoring of the subject but plans have been made to put this into place next term. In order to support the scheme, the co-ordinator is collating packs on each unit of work that are very helpful and will have a good impact on planning. During the inspection week, the co-ordinator and the very knowledgeable Chair of the Governing Body, had a meeting to analyse pupils' work and made decisions about how to put into place a more formal system of assessment. Links with the church and regular visits to the school by the minister, who is also the Chair of Governors, have a positive impact on the subject. Religious education makes a positive contribution to the pupils' spiritual and moral development.