

INSPECTION REPORT

OAKHILL C of E PRIMARY SCHOOL

Oakhill, Radstock

LEA area: Somerset

Unique reference number: 123771

Headteacher: Mr D Barlow

Reporting inspector: Ms H M Carruthers
22167

Dates of inspection: 10th – 13th June 2002

Inspection number: 243034

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Oakhill
Radstock
Somerset

Postcode: BA3 5BU

Telephone number: 01749 840426

Fax number: 01749 840426

Appropriate authority: The Governing Body

Name of chair of governors: Mrs D Smith

Date of previous inspection: 27th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
22167	Ms H M Carruthers Registered inspector	Mathematics, Science, Information and communication technology, Art and design, Design and technology, Religious education, Equal opportunities.	What sort of school is it? The school's results and pupils' achievements. How well pupils are taught? How well the school is lead and managed? What the school should do to improve further?
9487	Dr Frances Hurd 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?
22058	Mrs C Richardson Team inspector	English, Geography, History, Music, Physical education, Areas of learning for children in the Foundation Stage, Special educational needs.	How good are the curriculum and other opportunities offered to pupils?

The inspection contractor was:

MSB Education Ltd.

Broomhill
Wimborne
Dorset
BH21 7AR

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oakhill C of E Primary is a popular school, which is over subscribed. It is situated in the village of Oakhill and draws pupils from the village and a wide surrounding area. Its 126 pupils, (72 boys and 54 girls) aged from four to eleven, are taught in five classes, with an average class size of 25. Seventeen children are in the Foundation Stage¹ and taught in a reception and Year 1 class. The school admits most four-year-olds in the autumn term on a full time basis. Most children receive some kind of pre-school education. There is a wide range of intake, but for the majority attainment at entry is above average. Twenty-four pupils are on the special educational needs register covering a range of learning difficulties. This accounts for 19 per cent of the school roll and is just below the national average. There are no pupils with formal statements for special educational needs under the terms of the DfES Code of Practice. A small number of pupils are known to be eligible for free school meals, which is well below the national average. No pupils are from ethnic minority groups or require extra support due to having English as an additional language. Acts of collective worship were inspected by a representative of the diocese under Section 23 of the Education Act, and that report appears under a separate cover.

HOW GOOD THE SCHOOL IS

This is an effective school with some very good features. It has made considerable improvements since the last inspection, particularly for higher attainers, and has created an extra, fifth class. The standards achieved by the majority of pupils in English, mathematics and science are above average. Good teaching enables all pupils to make good progress in learning. The headteacher, staff and governors work together very well and form an effective team which has a strong shared commitment to continued improvement. The school gives good value for money.

What the school does well

- Standards in English, mathematics and science are above average for the majority.
- Pupils show very good attitudes to work and their behaviour is very good.
- The good quality of teaching is enabling all pupils to make good progress in learning.
- The leadership and management of the headteacher and key staff are very good.
- The governing body is very effective in fulfilling the majority of its responsibilities.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall.
- The school has developed very effective links with parents and the community.

What could be improved

The following areas for development are included in the school's improvement plan and should be highlighted as priorities for continued action:

- The percentage of pupils achieving the higher levels in English, mathematics and science to raise standards further.
- The use of the library to improve the quality of education provided.

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

¹ The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection report in April 1997 highlighted five key issues for improvement. Very good progress has been made in tackling these. Planning for lessons has been improved and addresses the needs of all pupils, particularly higher attainers. Assessment information is used to make planning purposeful. Policies are up to date and the role of subject co-ordinators extended. A strong emphasis is placed on monitoring teaching and learning and the work of the school. Both first aid cover and child protection are improved. Other improvements are an additional fifth class, a computer suite, the sensory garden, more learning support staff, a new office area, improved decoration and toilets, more extracurricular activities and resources. In addition, National Literacy and Numeracy Strategies have been successfully introduced. There is a very good capacity to improve even further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores² in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	A	B
Mathematics	B	B	B	C
Science	C	C	C	D

Key

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

Similar schools are those with up to and including 8 per cent of pupils entitled to free school meals.

These results show consistently above average standards at the end of Year 6 in English and mathematics and average results in science as trends over time compared to all schools nationally. In comparison to similar schools, results remain above average in English, are average in mathematics and below average in science. Proportions of pupils in English and science at the expected level, were very high and average in mathematics. At the higher level, results dipped to above average in English, average in science and rose to well above average in mathematics, reflecting the strong emphasis placed on mathematics. The school is meeting or exceeding targets set at the expected level.

For pupils at the end of Year 2, results, when average point scores are compared with all schools nationally, are above average in reading and writing and average in mathematics. In comparison to similar schools, results are average in reading and writing and below average in mathematics. Results were well above average in reading and very high in writing and mathematics at the expected level, but average in reading and below average in writing and mathematics at the higher level.

The key improvement plan targets are to continue to raise standards in the National Curriculum assessments at the higher level and improve results for the school's average point scores, which combine both the expected and higher levels.

Inspection evidence confirms the improvements being made and indicates overall above average standards in English, mathematics and science for the majority of pupils. There are

² Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

strengths in writing across the curriculum, pupils' use of mental mathematical skills and the strong emphasis on investigative science, which help to drive standards up. In the other subjects and religious education, for the majority, pupils' attainment is in line with expectations, with higher attainers achieving above this. Improvements have been made to many subjects to challenge higher attainers. Pupils achieve well, particularly in English, mathematics and science. Pupils with special educational needs make good progress. By the time they are six, the majority of children in the Foundation Stage have attained the levels expected for their age in the Early Learning Goals³, and approximately a third are above the expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are well motivated, enthusiastic about their work and show very good concentration. Parents report their children like school.
Behaviour, in and out of classrooms	Very good. Pupils work and play very well together. They understand right and wrong and are helpful and friendly to each other and visitors.
Personal development and relationships	Good. Pupils enjoy taking on responsibility and are keen to help in class and around the school. Pupils show much consideration and respect towards each other.
Attendance	Very good. It is well above the national average with a low rate of unauthorised and authorised absence. Pupils arrive on time and classes begin promptly.

There are plans to establish a school council to provide more opportunities to extend pupils' personal development.

TEACHING AND LEARNING

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

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

Taking into account the lessons seen, the effectiveness of teachers' planning, the standards achieved and the progress made, the overall profile of teaching is good. No teaching was judged unsatisfactory. There has been considerable improvement in teaching since the last inspection with the needs of all pupils now well met. The quality of teaching in English is consistently good and in mathematics, it is good and often very good. Literacy and numeracy skills are taught effectively and there is a strong focus on these in other subjects. Strengths in teaching centre on the ability of teachers to make lessons interesting and activities practical, whilst extending the skills of speaking and listening, discussion and debate, and this

³ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

enhances pupils' learning well. Teachers mark pupils' work consistently, but there is room to develop this even further and to continue to extend learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Much improved lesson planning, particularly for higher attaining pupils. Effective use of literacy and numeracy strategies throughout. The Foundation Stage curriculum is good and the provision for extracurricular activities is very good.
Provision for pupils with special educational needs	Good. Well planned support provided. This enables good progress to be made. Pupils are integrated fully into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall: being very good for pupils' spiritual, moral and social development. Good cultural development now with greater provision. Improved spiritual element in the curriculum and plans to extend social opportunities further.
How well the school cares for its pupils	Good procedures for child protection, and satisfactory with good features, for pupils' welfare. Assessment now good, particularly for English, mathematics and science. Good procedures for monitoring attendance and very good for promoting good behaviour.

The school works very effectively in partnership with parents and the community and provides a caring environment for its pupils. The impact of parents' involvement on the work of the school is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The strong leadership from the headteacher supported by the senior management team gives very clear educational direction and involves all staff in working as a team to continue to improve the school.
How well the governors fulfil their responsibilities	Very good. Governors make a very good contribution to shaping the direction of the school and work within an effective committee structure. Some minor omissions in the prospectus and governors annual report.
The school's evaluation of its performance	Good. Much improved use of assessment and analysis of results to aid improvement. Effective monitoring with plans to extend this further.
The strategic use of resources	Good. Effective use of finances to provide staffing, resources and to support improvements. Good use of learning support assistants to enhance provision.

Sufficient staffing provided with a very good match to the curriculum. Resources are sufficient and well looked after, although space for storage is tight. The accommodation is satisfactory, but has restrictions as the fifth class is based in the classroom in which the library is housed. Special needs groups are taught in a partitioned-off part of the hall, restricting space. Best value principles applied very well to make effective use of the budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Their children are expected to work hard. • The progress their children make. • The standard of behaviour expected. • The quality of teaching provided. • They feel able to approach the school. • The leadership and management. • The extracurricular activities provided. 	<ul style="list-style-type: none"> • The information provided about pupils' progress. • The organisation of homework set.

Inspection findings support parents' positive views. On the issues for improvement, good information is provided about pupil progress, but written reports are inconsistent. More guidance is to be provided for parents about homework. On other issues raised, some parents queried the use of the merit system and this has been reviewed. The behaviour of a very small minority of pupils has caused some concern, which the school is addressing. Parents support the addition of the fifth class, but expressed concern about the impact that this has on the loss of use of the library.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry covers a wide range. The percentage of pupils with special educational needs is below, but near to, the national average. However, for the majority of pupils evidence from initial assessments indicates that attainment on entry is above average. Pupils' achieve well, being highly motivated and keen to do their best. Pupils, including those with special educational needs, make good progress in learning, due to the very effective improvements since the last inspection and now good level of teaching.

2. The youngest children taught in the reception class, in the Foundation Stage, make good progress from entry towards the Early Learning Goals. Those pupils now in Year 1, have attained the standard expected at the end of the Foundation Stage, and at least a third have attained above that. Since the last inspection, a greater percentage of children are exceeding the expected standard and this is due to improvements in planning to meet the needs of all children better. A strong emphasis is placed on developing children's social and personal skills and on providing good opportunities for literacy and numeracy skills.

3. The results of 2001 National Curriculum assessments for pupils by the end of Year 2 as average point scores were above the national average in reading and writing, and average in mathematics in comparison to all schools nationally. In comparison with schools in a similar context, results were average for reading and writing and below average for mathematics. When these assessments are broken down into levels, results at the expected level, Level 2, were well above average in reading and very high in writing and mathematics. At the higher level, Level 3, results dipped to average in reading, below average in writing and

well below average in mathematics. Teacher assessments for science showed a similar pattern: results very high at the expected level and well below average at the higher level. A strong focus in the school's improvement plan is to improve results at the higher level, and during the inspection good improvements were noted in standards.

4. The results of 2001 National Curriculum assessments for pupils at the end of Year 6 showed improvement from those at the end of Year 2, particularly in English and mathematics. Results in English were well above average. In mathematics they were above average, and in science average against all schools nationally. In comparison to similar schools, results were above average in English, average in mathematics and below average in science. When broken down into levels, results at the expected level, Level 4, in English and science were very high and in mathematics they were average. At the higher level, Level 5, results were above average in English, well above in mathematics, and average in science.

5. By the end of Year 6, the school is meeting or exceeding its targets set at the expected level. The trend over time in the school's average point scores for English, mathematics and science together is in line with the national trend. Taken as average point scores individually, the trend in English and mathematics is above average, with science average. Small numbers of pupils taking the tests means that year-on-year variations in the number of pupils with special educational needs can affect results.

6. Since the last inspection, improvements have resulted in the majority of pupils by the end of Years 2 and 6 attaining above average standards in English and mathematics. The school has made major improvements to its planning, which now meets the needs of all pupils, particularly higher attainers, well. The effective use of the literacy strategy and numeracy hour, introduced in all schools since the last inspection, has strengthened the teaching and learning in English and mathematics. In English, there is a strong focus on extending pupils' speaking and listening skills through discussions, and raising standards in writing is a high priority. In mathematics, teachers develop pupils' mental mathematical skills very well, challenging pupils of all abilities through effective questioning very well. In science, since the last inspection, there has been a strong focus on investigative work and on improving standards at the higher levels, which has contributed well to raising the standards seen in this inspection to above average for the majority. The organisation and recording of investigations is well presented, but this could be extended further for Year 5 and 6 to support the above average quality of oral work and discussion.

7. In information and communication technology (ICT), standards are in line with what is expected nationally. Provision is better than at the last inspection. Pupils are able to use a dedicated computer suite alongside computers in the classroom. Effective adult support now enhances the good quality of teaching and learning in computer skills. Standards in religious education are in line with the locally agreed syllabus and pupils benefit from more opportunities for discussion and working with first hand resources and artefacts. There are plans to extend this further for pupils in Years 5 and 6.

8. In the other subjects of art and design, design and technology, geography, history, music and physical education pupils' attainment for the majority remains in line with what is expected nationally. However, it is more secure as there are now no gaps in the curriculum, due to the effective work on providing better planning and resources since the last inspection. In all subjects, the needs of all pupils are now met well and higher attainers attain above what is expected in many aspects of work. Good levels of equal opportunity are provided and lessons are inclusive for all pupils.

9. Pupils with special educational needs make good progress towards the targets of their individual education plans. They make good gains in the development of self esteem and confidence because of the high quality support they receive and the suitability of their targets. The targets of individual education plans are specific and measurable because they are

monitored and reviewed very effectively. Therefore, pupils with special educational needs frequently attain well for their abilities in school and in national tests. The school uses information from any assessments very efficiently to identify pupils' needs at an early stage and towards the formation of groups for additional support.

10. No differences were noted in the progress of boys and girls, or different ability groups. Pupils make good progress over time from entry. Lessons are interesting and challenging and pupils are motivated to use their knowledge well to find out more. In literacy, pupils enjoy listening to a range of poetry and then write their own. In numeracy, pupils gain in confidence when they answer a mathematical problem correctly. In science, interesting activities make pupils want to search for answers and find out why things happen. In the other subjects, good progress is made because there is not an over reliance on routine worksheets, but pupils benefit from well organised first hand experiences, which stimulate progress.

Pupils' attitudes, values and personal development

11. The aspect of pupils' attitudes, values and personal development has been maintained and built on since the last inspection.

12. Pupils have very good attitudes towards learning, and feel very positive about school. Children in the Foundation Stage being taught in the reception and Year 1 class are keen and eager to start work, work productively and tidy up sensibly at the end of their activities. Pupils respond very well to teachers' high expectations, as in a mathematics lesson for the Years 1 and 2 class, when pupils competed eagerly to be the first to work out doubled numbers up to 15, and enthusiastically discussed their work with each other. Throughout, pupils use speaking and listening skills well. Pupils listen attentively and concentrate well for long periods on the tasks they are given. Pupils work very well together whether in groups or pairs, and show no hesitation about working with pupils of the opposite gender. Classrooms are noticeably quiet during lessons.

13. Behaviour in and out of class is very good. Behaviour was judged good or better in nearly all of the lessons observed during the inspection. No unsatisfactory behaviour was observed. Pupils move quietly and sensibly around the school: they hold doors open for adults and are always keen to help visitors in any way. Lunchtimes are happy, well ordered occasions. Pupils enter assembly quietly, listen attentively and join in any singing with enthusiasm. Pupils play sensibly and are especially appreciative of the Millennium Sensory Garden, a recently completed project. However, some pupils said they would like to have the playground small activities out every day. All pupils are instantly still and silent when the staff member on duty raises their hand to indicate the end of playtime, and quietly line up to return inside. There have been no exclusions in the last academic year. Some parents were concerned about the impact the poor behaviour of a very small minority had on their children's learning, this behaviour was not observed during the inspection.

14. Relationships, between adults and pupils, and amongst the pupils themselves, are very good. Pupils confidently put forward ideas, certain that they will be listened to courteously. All staff treat pupils with respect, and in consequence receive it in return. Pupils were confident that teachers would always want to help them and sort out any problems they might have. Pupils show a very good understanding of the impact of their actions on others. Pupils in a Year 3 art lesson were quick to praise each other's work and encouraged other pupils to do so as well. They have a high respect for the feelings, values and beliefs of other people. Older pupils are extremely caring and thoughtful towards younger ones. When playgroup children came for an induction visit, Years 1 and 2 pupils were extremely welcoming and kind to them, taking every care to make them feel at home.

15. Pupils' personal development is good and pupils show a satisfactory level of initiative. The youngest children quickly become independent and confident in reception and Year 1,

requiring very little direct supervision. For instance, children choosing an art activity put on overalls without being asked and got on with their work completely independently. As at the last inspection, pupils, including those with special educational needs, respond well to the opportunities which they are given to take responsibility, and carry out the tasks they are asked to do very sensibly. There are plans to extend the level of personal responsibility provided for pupils, particularly older ones, through setting up a school council, which will give pupils more opportunities to make suggestions and to take initiative.

16. Attendance is very good and has been maintained since the last inspection. In 2000 to 2001 it was well above the national average; both unauthorised and authorised absence were below average. Virtually all pupils arrive punctually at school, and classes begin promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Teaching was satisfactory or better in all lessons. It was satisfactory in one in ten; good in almost three-quarters and very good in more than one in six of those observed. The good overall teaching is a big improvement on the last inspection when '20 per cent' was judged as unsatisfactory.

18. Teaching in the Foundation Stage, for Years 1 and 2 and for Years 3 to 6 is consistently good. Teaching in English and mathematics is good. There is a strong emphasis on teaching literacy and numeracy and in particular on extending pupils' speaking and listening skills through discussions and use of mental mathematics. Teaching in science is good. Since the last inspection, a strong emphasis has been placed on investigative work in science and pupils are able to carry out their own investigations. Finished work from investigations in science is well presented, but it could be better organised for Years 5 and 6. Teaching by teachers and adult helpers in ICT is good. Pupils gain from the good level of expertise provided and this impacts well on learning.

19. Teaching in the other subjects of art and design, design and technology, geography, history, music and physical education is good. There are strong links in lessons across the subjects, particularly through writing. Lessons are well organised and managed with a good range of practical activities to inspire and motivate pupils. In the lessons when teaching was very good, teachers drove learning even further forward through very effective questioning, such as in a numeracy lesson for Years 5 and 6 which focused on using mental skills to solve problems. In the very few satisfactory lessons seen, learning was satisfactory but opportunities to extend it further were less developed, such as when designing textile pictures.

20. Teaching in religious education is good. Pupils benefit from discussions and good quality artefacts and resources used to support teaching. This is an improvement since the last inspection when these areas had some deficiencies. However, the school plans to extend the range of visitors to enhance opportunities for discussion further.

21. Teachers have a good level of knowledge and understanding about the subjects, which they teach. Lessons are conducted at a brisk pace and teachers have high expectations. Pupils are managed very well and work together with each other effectively. There are very good relationships between teachers, learning support assistants, adult helpers and pupils. There is good use of time and resources. Homework is suitably managed, and the school plans to provide more guidance on how parents can help their children at home, particularly in mathematics. Work is suitably marked, often with comments to aid improvement, but this could be extended even further. Day-to-day assessment and marking are good overall and used effectively to inform the planning for the next lesson.

22. The special educational needs co-ordinator, teachers and learning support assistants take good account of pupils' targets when planning. This ensures that pupils are grouped

according to prior attainment and particular needs in numeracy and literacy, and tasks are matched well to pupils' abilities. Pupils have skilled and well focused support from all staff when working in specific groups or when working with the rest of the class. Staff maintain very good records and work very well together to ensure that information about pupils' progress is shared effectively.

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

23. There have been significant improvements to the curriculum for pupils from Year 1 to Year 6 since the last inspection. There are now up-to-date policies for all subjects, which are reviewed regularly and adapted appropriately. Nationally recommended guidelines now supplement the school's own planning for each subject. This has enabled weaknesses in individual subjects to be addressed so pupils have more opportunities to carry out research and develop skills, which are built upon systematically. Resources in all subjects are now satisfactory and teachers' planning at all levels is good. Both the literacy and numeracy strategies have been introduced and are being implemented well. The school has produced a clear plan of how topics are to be covered across the mixed age classes and this is working effectively. Teachers plan thoughtfully for the mixed age classes because they make good use of day-to-day assessment. This ensures that tasks are matched appropriately to pupils' ages and abilities and pupils are able to build effectively on previous learning as they move through the school. Teachers' hard work and very good leadership have led to an upward trend in standards, particularly for those pupils capable of higher attainment.

24. This good curriculum is planned to give pupils a wide range of first hand experiences and reflects the school's aims very well. The very good range of extracurricular activities provided for all ages and the very good contribution the community makes to the life of the school enhances the breadth of the curriculum. The school is often the focal point for activities in the village and is involved in musical and sporting events in the area. All of these make an important contribution to pupils' learning.

25. Pupils make good progress because the National Curriculum is taught in an interesting and motivating way. Staff now plan challenging extension activities for higher attaining pupils in all subjects. The school meets statutory requirements with regard to collective worship and religious education, which is taught according to the locally agreed syllabus. All aspects of subjects are now taught. There is carefully planned use of literacy and numeracy and good use of ICT to display and present work in all subjects. Good links between subjects, such as art and design, history, religious education, literacy and numeracy, enable pupils to reflect upon other cultures and times. The planned development of 'creative arts' is an exciting extension to the curriculum and enhances skills and learning in music, art and design and drama further.

26. The curriculum for children in reception is good. It is planned to make sure that every child has experience of the required areas of learning so that there is a good transition to the National Curriculum. There is particular emphasis on developing children's use and understanding of language, numeracy and personal and social skills. The range of opportunities for children to learn is wide, both indoor and outdoor, and activities are prepared thoughtfully so that tasks are matched well to children's maturity and abilities.

27. Provision for special educational needs is good because of the good quality of teaching and the carefully planned support for each pupil. Pupils are included fully in the life of the school. All staff who work with pupils with special educational needs are involved in the preparation and review of individual education plans and programmes. The school complies fully with the Code of Practice and is at an advanced stage of preparation for the introduction of the revised version. The school works well with outside agencies and this ensures that pupils' individual needs are met well.

28. There is very good provision for extracurricular activities through clubs, such as football, cricket, athletics, rounders, dance, music, drama, choir, poetry, art and mathematics. Links with other schools and groups, and visits to places of local interest, are strong. These are of great benefit to pupils' learning and the residential visits for pupils in Years 4, 5 and 6 provide additional opportunities for social and personal development. Visits to museums, local quarries and coastal areas are planned very carefully to add interest and first hand experiences to learning in history and geography. Inter-school competitions and coaching in football and cricket are valuable additions to the physical education programme and build up team spirit whilst providing challenge and an opportunity to improve skills in games and working with others. Suitable homework is provided and is linked to topic, literacy and numeracy work. The school promotes good equality of opportunity.

29. The policy for personal, social and health education is new and a satisfactory introduction to specific topics. This includes 'circle time' (sessions when pupils can discuss feelings and share concerns) and is currently designed to allow flexibility to respond to events. The school is aware that this is an area for further development. The school has plans to develop aspects such as citizenship for example, through the establishment of a school council for pupils. Drugs awareness and sex education are included effectively, partly through healthy living topics in science. There are good arrangements for transfer of pupils to the secondary schools and for induction of children to the reception and Year 1 class. Curricular links with other schools support the development of the curriculum effectively and very good links with the community make a strong contribution to pupils' learning. Links with the church, local businesses and the people of Oakhill are strong and contribute significantly to the community atmosphere of the school. The school joined in local Millennium and Golden Jubilee celebrations and many people ensure the success of clubs and activities by giving their time and energy to enhance the learning of pupils.

30. The provision for pupils' personal development is very good. It is very good for spiritual, moral and social development and good for cultural development. This is an improvement since the last inspection, particularly in the spiritual dimension of the curriculum and in provision for pupils' cultural development. Pupils are encouraged to reflect meaningfully and personally: for example, upon the beautiful Celtic harp music they heard in assembly. They think about the message of the stories told in assembly and relate their learning to a wider range of issues. On many occasions they think about the beauty of the world and become excited in science by the movement of snails across their desks, or the tinkling of wind chimes when walking around the sensory garden. Pupils are encouraged to be curious about the erosion of the coastline, and the pleasures of exploring the wildlife area. When teachers ask, "Why does this happen?" pupils answer thoughtfully because they make connections between aspects of learning. Displays and books made by pupils contribute to the encouraging climate in the school that enables pupils to mature, respect others and be respected.

31. There is a clearly understood code of behaviour throughout the school. Moral and social developments are promoted very successfully because pupils know how rules and expectations are to be applied. Pupils have a secure understanding of right and wrong because they are encouraged to express their views and consider moral aspects of their own and other people's behaviour. They are quick to express appreciation of other's work and value any praise or encouragement received. This is because of the very good systems created to encourage good behaviour and attitudes towards work within a supportive and positive atmosphere. Relationships in the school are very good because staff provide pupils with very good examples on which to model their own behaviour.

32. The school's firm commitment to inclusion provides a very effective basis for pupils' social development. From reception, where children have discussions and writing partners, to Year 6 where pupils work together on research, pupils are involved in co-operative work in most lessons. They share ideas, discuss suggestions and support each other in group work.

Older pupils debate ideas well and contribute practically to large scale projects such as the Harry Potter frieze, or work on the sensory garden design. Pupils enjoy contributing to the life of the school and know that everyone is valued. They are proud to report that the youngest and oldest members of the school cut the ribbons to open the sensory garden. They take any duties and responsibilities seriously. The school fosters a sense of community and the joys of sharing experiences. Visits offer opportunities for links with the outside world and participation in concerts and performances are enjoyed and make a very positive contribution to pupils' learning.

33. The provision for cultural development is good because stories, art, music and literature from this country and diverse cultures are used well. Through these, pupils are given opportunities to extend cultural awareness and broaden their knowledge and understanding of the multicultural nature of society. Art and poetry weeks make a very important contribution to the development of pupils' appreciation of cultural imagery and language because these have a multicultural dimension. In history and religious education pupils find value in the contributions of famous people and other religions and beliefs. Pupils think of the similarities between different religions and the importance of special symbols and customs to each one. Through visits to museums, local places of interest, the local church and Wells Cathedral, pupils extend their awareness of the historical and cultural influences in this country. Pupils share their knowledge with visitors from other countries through discussion and the Internet.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The procedures for monitoring and promoting good behaviour, and for eliminating oppressive behaviour, are very good. Staff provide good role models for pupils through team spirit and courtesy. They make every effort to praise any examples of good behaviour as well as responding to any which would be considered unsatisfactory. The school's merit scheme is used to reward any positive aspect of a pupil's behaviour, from academic achievement, to performing acts of kindness. Any member of the school community can award merits. Each classroom has a behaviour and personal development monitoring book, in which the class teacher and learning support assistant make observations on achievements or difficulties. A note is made of any action taken in response to unsatisfactory behaviour. Lunchtime supervisors are given training in behaviour management, which is an improvement from the last inspection. The Golden Rules are widely displayed and well understood by pupils. Pupils are given clear guidelines for behaviour and staff are given clear guidance on the way they should manage it, which ensures consistency. No significant differences in behaviour management are apparent between classes. The school has established a policy and procedures to combat racism and bullying: problems of this nature are sometimes discussed within class groups. Pupils are awarded certificates for achievement of all kinds.

35. Procedures for monitoring and improving attendance are good. Registration is carried out correctly and registers fulfil statutory requirements. In a number of classes, registration is used as an opportunity for some mental arithmetic work. The administrative officer enters attendance information onto the computer weekly. She monitors the figures for patterns of absence or punctuality, and contacts parents on the first day of absence if no explanation has been received a quarter of an hour after the start of school. All messages relating to absence or late arrival are noted in a book, with the reason. The education welfare officer monitors the registers regularly. Attendance and punctuality are strongly promoted to parents through the school prospectus and the weekly newsletters.

36. Procedures for monitoring and supporting pupils' personal and academic progress are good. Each pupil has a parent-teacher consultation record, in which his or her strengths, current areas for improvement and any comments from parents are recorded at each parents' evening. The school's induction process is carefully planned to ensure that each pupil is individually welcomed into the school. Staff make every effort to get to know pupils

and their families well. Parents are delighted by the way the school develops their children's self confidence and feel strongly that each child is seen as an individual. There is a planned programme for personal, social and health education in all classes. In addition, individual pupils are sometimes given personal and social targets to fulfil if their behaviour and personal development has been unsatisfactory. The school intends to set up a school council for pupils next term to extend opportunities for pupils to take responsibility and initiative.

37. Provision for supporting higher attainers, gifted and talented pupils is now good, an improvement from the last inspection when it was not satisfactory. The school tries hard to ensure that pupils and their parents are made aware of specific courses which might benefit them: for instance two talented footballers got the opportunity to train with Southampton Football Club, and musicians worked with members of the county orchestra. The support for pupils with special educational needs is good because teachers and learning support assistants know pupils very well. Relationships are very good so that learning takes place in a purposeful and supportive atmosphere. Pupils are aware of their targets and are increasingly having opportunities to discuss what they would like to improve or think they should learn next. Staff work very well together to ensure those pupils receive maximum benefit from any support. Good work with outside agencies ensures that pupils' individual needs are met well.

38. The school has made significant improvements to assessment procedures since the last inspection. Procedures for tracking and checking pupils' attainment and progress as they move through the school are now good. The use of assessment information is now good and analysis of data ensures that any weaknesses in English, mathematics and science are identified quickly and amendments to planning and provision of extra support are prompt. The school identified the need to provide more time for pupils' writing and standards are now improving. Information from assessment is used to identify pupils needing extra literacy and numeracy support or more challenging work. Assessment in other subjects has less emphasis, but there are plans for this to be developed. This would then enable teachers to give more information, which is purposeful, on all subjects when reporting to parents.

39. Procedures for child protection are good and those for ensuring pupil welfare are satisfactory. At the last inspection child protection procedures were not in place. This situation has been rectified. The school's child protection policy follows the local education authority guidelines, and the school has appropriate links with outside agencies. The designated child protection liaison officer has undertaken both the basic training and update courses. She briefs all new members of staff on the appropriate procedures, and updates the school's documentation whenever necessary. Any records relating to child protection issues are kept in secure storage. First aid cover is now available throughout the school day, an improvement from the last inspection. There are now three first aiders, all with up-to-date qualifications. The main first aid post is in the school office, and each classroom has a mini first aid kit and an accident recording book, with hints on first aid. The governors' premises committee completes a risk assessment walk twice termly, and the caretaker, who is a member of the committee, regularly monitors the building on an informal basis to supplement the formal risk assessments. The school has installed a new security system since the last inspection, although it has had few problems with intruders on the site or vandalism. Specialist contractors check electrical goods and physical education equipment annually. A traffic patrol escorts pupils across the main road at the start and end of the day. There are two fire drills every term, carried out at different times of day. All fire fighting equipment is regularly checked and updated. A number of health and safety procedural issues have been drawn to the attention of the school and the governors, and are being discussed and addressed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents have very positive views of the school. The school has maintained and built upon the involvement of parents in the work of the school since the last inspection. Over 60 per cent of parents returned questionnaires, a high proportion. In addition, meetings for parents were held before and during the inspection. Some parents sent written comments as well. Parents are particularly pleased with the leadership and management of the school, the standard of teaching and the progress their children make and think that children's academic and personal development are well supported. They feel that the staff have high expectations and pupils work hard, and staff are approachable. Parents feel their children enjoy school, and are happy with the extracurricular provision. Parents think that the vast majority of pupils behave very well and that the school's behaviour management is effective. There was some concern about the unacceptable behaviour of a very small minority, which the school is addressing. Parent and school partnership is strong, and the work of the Parent Teacher Association's committee was praised. Some parents feel that homework is handled inconsistently between classes, and although some teachers give clear guidance on how they can support their children, others do not. This is due to be addressed in the school improvement plan. Others expressed concern about how the merit system was applied and the school shared this view and has recently reviewed this. Parents feel well informed about day-to-day matters, but would like clearer and further information on their child's progress. Parents support fully the addition of the fifth class since the last inspection, but are concerned about how this restricts the use of the library, which is now shared with this class.

41. The school has very effective links with parents. It has an open door policy: teachers are readily accessible at the end of school, and the headteacher can be seen at short notice. The administrative officer provides a friendly and efficient 'public face' for the school. The school is always quick to inform parents of their children's successes, and invite them to attend award assemblies. As well as this, parents are invited to monthly church services and class assemblies, when pupils display their work. There are parent consultation evenings termly, as well as an open evening. New entrants to the reception class are invited to attend induction afternoons. Parents, pupils and the headteacher all sign the home-school agreement. The school runs information evenings on statutory assessment tests and various aspects of the curriculum. The school works very well with parents of pupils with special educational needs and they have regular opportunities to discuss targets, reviews of individual education plans and children's progress.

42. The impact of parental involvement on the work of the school is excellent. Parents give unstintingly of their time, money, energy and expertise in every area of school life. A sizeable number of parents help regularly in school every week, using their expertise as artists, craftspeople, gardeners, and information technology consultants. Others help by hearing pupils read, with cookery classes and in other ways. The school is well aware that it can always call on parents for help: for instance someone with experience of amplifying equipment was needed for the Christmas production. The very successful football club is entirely run by parents on Saturdays, and other parents help regularly with games during school time. Parents provide transport and help for offsite visits or sporting events. A majority of the governors are parents. Parents, pupils and staff designed and constructed the sensory garden and are planning further work in the grounds. Parents helped redecorate the toilets and other areas of the school. The very active Parent Teacher Association raises about £3,000 annually, an impressive sum for this size of school. It organises Christmas and summer fetes, jumble sales and discos. It has produced a range of 'Oakhill' items for sale, including Christmas puddings, calendars, and a school recipe book. The high level of support given by parents enhances the school's effectiveness.

43. The quality of information provided for parents is good. The school's prospectus and governors' annual report fulfil statutory requirements, except for two minor omissions, and are very clear and helpful. The prospectus makes good use of colour photographs. There is a helpful induction pack for new parents. Weekly newsletters are much more than a simple list of dates. They give a very full picture of school life, and are regularly accompanied by items

from individual class teachers. School policies give a clear picture of the school's approach to behaviour management, homework and other important issues. The school does not send out written curriculum information, but it holds a meeting each September when teachers talk in turn about what their class will be studying during the year. Full details of pupils' current work are displayed on classroom walls. However, pupils' annual written reports are inconsistent in quality. They are attractively presented and include attendance data, details of any statutory assessment test results, and thoughtful comments on personal development. Details are given of the work covered during the year for each subject, and in some cases, these details were longer than the space devoted to the pupil's performance. Nearly all reports give details of the National Curriculum level to which the pupil is currently working in English, mathematics and science, and some reports explained whether this was above, below or typical for the age group concerned. However, the comments on pupils' attainment in other subjects vary widely from good quality to none at all. The reports include comments from pupils but no space is provided for parents to add comments.

44. The contribution of parents to children's learning is very good. Parents support learning well by taking their children on appropriate educational visits, by loaning items to support topic work, and by helping their children with research tasks at home and in local libraries. Many parents are able to give their children the opportunity to use a computer at home. Parents hear their children read regularly. Homework set is nearly always done.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the headteacher and key staff are very good. The senior management team and staff support the headteacher very effectively in school improvement. There is very clear educational direction for improvement set out in the school's good quality improvement plan. Central to this is raising standards further at the higher levels and improving the quality of education provided. Test results are analysed and this information informs the improvement plan and subject co-ordinators' action plans. The role of the subject co-ordinator has been developed well. The senior management team has replaced the traditional role of the deputy head and this has strengthened further the management of the school.

46. There have been many other very effective improvements since the last inspection. The five key issues have been addressed very well and this has resulted in improvements to standards and progress, teaching and learning and the planned curriculum. The needs of all pupils, particularly higher attainers are now well met. A strong emphasis has been placed on monitoring of teaching, particularly in literacy and numeracy. Other improvements have extended the quality of education through the provision of an extra class to reduce class numbers below thirty, increasing the number of learning support assistants, adding a computer suite and a well constructed sensory garden. There are increased opportunities for pupils' spiritual, moral, social and cultural development and a wider range of extracurricular activities. The office area has been made more welcoming and much refurbishment, such as that of the toilets, and decoration, has taken place.

47. There is a very good understanding of the strengths and weaknesses of the school by the governing body and it has a central role in shaping the direction of the school. There is an effective committee structure, which monitors progress, and governors provide much practical support to teachers on a daily basis, helping in classes, with clubs and visits, and supporting subjects. Statutory requirements are met, with the exception of two minor reporting items in the school's prospectus and governors' annual report to parents, which the school is now aware of and will address. The special needs governor is effectively involved in the support for special educational needs.

48. The school's aims and values are reflected very well throughout. Parents support fully the aims and values of the school. The school has a very good ethos and commitment to

learning, which is very well supported by pupils and parents. Good action is taken to meet the school's targets and the shared commitment and capacity to succeed is very good.

49. There is a very good match of suitably qualified staff to the curriculum. Staff are confident with ICT and the school is well provided for in terms of musical expertise. Teachers new to the profession are well supported and receive an appropriate programme for induction and support. The use of performance management is linked to the school's improvement plan and continued personal development for staff. The co-ordinator for special educational needs manages the provision very effectively and efficiently.

50. The school manages the restrictions in its accommodation well and overall the adequacy of accommodation is satisfactory. The old school house, attached to the main building, has provided additional space. Upstairs there is a headteacher's room, adult toilets and storage for resources, while downstairs a computer suite has been developed. During the summer a corridor will be made through the classroom adjacent to the computer suite to reduce the disruption caused by other pupils coming through to use the computers. However, the upstairs accommodation is only accessible by walking through one of two classrooms. All the classes except one are housed in the main building, and there is a small staffroom. The only sinks for Years 3 to 6 to use are sited in the Years 5 and 6 classroom. This creates problems of access, although the school manages this well. There is a good sized hall, but part of the hall is used for special needs group work and this reduces the space for gymnastic apparatus work and, although not an issue throughout the inspection as physical education lessons took place outside, this inhibits pupils' learning when the hall is used. The school has very little storage space for pupils' coats, bags and games kit. There is no medical room: sick pupils have to sit in their classroom or in the reception area. The temporary outside classroom is showing its age. The school recently replaced the door. The woodwork around the classroom is starting to decay, and the school has had persistent problems with one of the toilets there.

51. The school seeks to replace the temporary classroom with a permanent structure and at the same time provide additional spaces for, in particular, a library, and special needs group work. This, and seeking some additional land, is part of the school's long term strategy for improvements to the buildings and outdoor facilities, and has the full and active support of parents.

52. Access for a disabled pupil would be difficult without some alteration, as there are many steps in the school, although there is a designated disabled toilet. There are only four toilet cubicles per sex provided for pupils. The main building is well maintained inside and out, as is the school site.

53. The school grounds are very attractive, with a number of raised well maintained flowerbeds and a sloping grass bank as a background. The new sensory garden provides both visual pleasure and a marvellous play area for pupils. However, the hard surface play area is cramped when the whole school is outside at lunchtimes, although this is managed well with an area coned off for football and separate year group playtimes organised for breaktimes. It is well shaded with a number of wooden benches and tables provided in the sensory garden. The small play area with colourful markings situated at the front of the school is under used, although to make this safe it would need some form of barrier between it and the car park. There is a secure separate area for children in the Foundation Stage and good use is made of this throughout the day with well organised and supervised activities provided. The school has a wildlife area with a pond, which photos indicate is usually well looked after, but now requires some maintenance. The school does not possess its own sports field: it uses the village recreation ground some distance away on the other side of the main road. The grounds are very well maintained and immaculately tidy.

54. There has been good improvement in the school's resources for learning since the last inspection: resources for all subject areas are now satisfactory, and often better, and those

specifically for the youngest children in reception are good. The largest increase in resources has been in computer equipment, with the installation of a computer suite in addition to the computers in classes. The school's stock of non fiction and fiction books is satisfactory and the school makes very good use of the county library loan service. The small classroom which houses the library now doubles as the fifth class and, although this use reduces class sizes, the storage for additional books is restricted if the school were to purchase them. Books are taken to classes for pupils, but the loss of use of the library impacts on the quality of learning as pupils, particularly older ones, are unable to learn how to access a library. The storage of resources is a difficulty, owing to the shortage of space, although good use is made of every space.

55. Educational priorities are identified very well by the headteacher, governors and staff and supported by careful financial planning, which is linked to curriculum needs. The school has fairly high unit costs per pupil but it makes good use of resources, special needs funding, grants and all other funding. Good use is made of staffing, the accommodation despite its restrictions, and grounds. There is good financial control and the budget is managed efficiently and effectively and best value principles are very well applied to all spending. The school funds the fifth class and extra learning support assistants, and the large carry forward figure goes towards this expenditure. The carry forward figure will be reduced for the next financial year, but the school is hopeful that it will still enable these priorities to be maintained. Good use is made of new technology, including computer equipment, to aid teachers and administration, and there are plans to extend this even further. The latest auditors' report, this term, for the school was very favourable and any items requiring attention were minor and have been, or are being, addressed.

56. At the last inspection, the school was judged to be giving satisfactory value for money. Since then considerable improvements have been made and provision and impact on learning are better. This is an effective school with some very good features. It achieves above average standards in English, mathematics and science, and average, if not better, in other subjects. Higher attaining pupils are now challenged well and pupils, including those with special educational needs make good progress. Teaching and learning are now good and the attitudes and behaviour of pupils are very good. The school now gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. Areas for improvement, both in this section and elsewhere in the report, most of which are already identified in the school's improvement plan, should be seen in the light of the judgement that this is a good school. In order to make further improvement headteacher, governors and staff should:

- **Increase** the percentage of pupils achieving the higher levels in English, mathematics and science, to raise standards further by:
 - Refining further the target setting process for individual pupils and extending the use of teachers' marking to aid improvements;
 - Extending, as planned, strategies to challenge pupils further and to raise parental awareness of intentions;
 - Improving the organisation of recorded work in science for pupils in Years 5 and 6.
(Paragraphs: 3,4,5,6,18,21,45,66,72,74,77,78,83,85,88,89.)
- **Extend** the use of the library to improve the quality of education provided by:
 - Ensuring all pupils have better access to the library;
 - Establishing a multimedia library where pupils can learn to use a library reference system and work independently.
(Paragraphs: 40,51,54,55,70.)

In addition to the key issues above, the following minor points for improvement should be considered for inclusion in the governors' action plan:

- Introducing, as planned, a school council to provide pupils, particularly older ones, with greater opportunities for personal development and for taking responsibility;
(Paragraphs: 15,29.)
- Ensuring sufficient space is made available in the hall for physical education activities, such as the use of large apparatus;
(Paragraphs: 50,51,126.)
- Improving consistency in the quality of pupils' annual written reports;
(Paragraph: 43.)
- Ensuring that both the governors' annual report and school's prospectus contain all the required information.
(Paragraphs: 43,47.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	23	3	0	0	0
Percentage	0	16	74	10	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	126
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	24

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	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Total
	2001	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	94 (89)	100 (95)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (85)	100 (95)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Total
	2001	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	22	17	22
Percentage of pupils at NC level 4 or above	School	100 (92)	77 (83)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	20	18	22
Percentage of pupils at NC level 4 or above	School	91 (83)	82 (92)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

The number of boys and girls is excluded from the tables as the group size is ten or fewer.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	107
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	25.2
Average class size	25.2

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	77

Financial information

Financial year	2001/02
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	£
Total income	309,456
Total expenditure	298,302
Expenditure per pupil	2,406
Balance brought forward from previous year	43,371
Balance carried forward to next year	54,5334

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	126
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	1
My child is making good progress in school.	52	44	2	0	1
Behaviour in the school is good.	51	40	8	0	1
My child gets the right amount of work to do at home.	33	53	11	1	1
The teaching is good.	69	29	2	0	0
I am kept well informed about how my child is getting on.	44	38	16	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	28	2	2	0
The school expects my child to work hard and achieve his or her best.	79	18	4	0	0
The school works closely with parents.	42	46	6	2	2
The school is well led and managed.	62	35	1	0	1
The school is helping my child become mature and responsible.	71	25	3	0	1
The school provides an interesting range of activities outside lessons.	60	34	5	0	1

Due to rounding not all percentages add up to 100 per cent.

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

58. There were 17 children in reception, the Foundation Stage, at the time of the inspection. These children were taught in a mixed age group with six Year 1 pupils. Children are admitted in the September following their fourth birthday and the majority of them have attended playgroups before coming into reception. The classroom is attractive, with a wide range of inviting activities and stimulating displays on the wall. Children are provided with a supportive and stimulating start to their school life. The attainment of the majority of children on entry to the reception class is above the levels typical of children of this age. Children, including those with special educational needs, make good progress across the areas of learning. By the time, they are six, the majority of children have attained the levels expected for their age in these areas of learning, and approximately a third are above the expected levels.

59. The provision for children in the Foundation Stage is good and the teacher plans well across the six areas of learning as well as for the pupils in Year 1. The consistently good teaching enables children to make gains in learning and prepares them well for work in the National Curriculum in Year 1. The teacher and learning support assistant have a very good understanding of the needs of these youngest children. The staff make good use of the outdoor area in which children pursue a wide range of stimulating and challenging activities. Assessment is used effectively to identify children's needs and for tracking progress. Parents are kept informed of progress through informal discussions and parents' meetings. Provision has been maintained and provision has been built upon since the last inspection.

Personal, social and emotional development

60. The majority of children attain the expected levels of personal, social and emotional development by the time they are six. Children enjoy coming to school and make good progress, settling into routines quickly. All children grow in confidence and develop a happy awareness of their achievement in lessons. They show great interest in their work and are encouraged to make choices and decisions about activities when they are not working directly with the teacher or learning support assistant. Children change independently for physical education lessons and show initiative when helping with equipment. They concentrate well during whole group sessions in literacy and numeracy, showing interest and a willingness to contribute because the teacher presents the work so well, questioning them very skilfully. A few children still need additional support to participate in large group sessions but the gentle encouragement of the teacher helps them to feel part of the group. Children have a very good opportunity to take on responsibility when they help the children who come on their introductory visits. They respond to this opportunity confidently and with eagerness. They play with the visitors and integrate them into activities, showing good social skills when asking names. Staff have high expectations of children's behaviour and manage them very well so that children learn to work and play with others and quickly develop a sense of self worth. Teaching is good and children have developed good attitudes to learning.

Communication, language and literacy

61. The majority of children make good progress in speaking, listening, reading and writing and attain the expected level by the time they are six, some attain above this. Discussions in lessons show that children have good listening and speaking skills. For example, children respond well to questions about minibeasts. They are fascinated by what they see in books and respond well to questions. They look through a magnifying glass and describe the breathing hole they can see on a slug with clarity. Children learn to write their name and practise forming letters correctly with good levels of concentration. Children develop an interest in words, letters and sounds because they enjoy early letter recognition activities.

Children of higher attainment match pictures and words and write simple sentences unaided. The majority of children copy under the teacher's writing and attempt to write some words with very little help. Staff build on children's confidence and use good questioning skills to increase knowledge and vocabulary. Children enjoy books and the majority read simple books. They understand that books have authors and illustrators and that there are fiction and non fiction books. Children take home reading books and reading diaries, which provide a valuable opportunity for parents to share in the reading process. Parents support children's reading progress well and children are keen to change books to take home. Teaching and learning are good and children have positive attitudes to learning.

Mathematical development

62. Children make good progress in developing numeracy skills and the majority attains the expected levels by the time they are six, and some attain above this. They understand the need to find 'more than' and 'less than'. Children count to 100 with gusto and match numbers to ten with confidence. Children know the names of coins and complete simple picture sums with money. Children have a good understanding of longer, shorter, heavier and lighter because of the good measuring activities provided for them. Most children have a basic understanding of doubles to ten. Children complete simple written sums accurately and the majority form numbers correctly. They practise counting numbers when they check how many pages to be read in a reading book. Staff use every opportunity to introduce numbers and counting skills: for example when children are painting or completing a program on the computer. Good extension of mathematical ideas and language is provided when children sort items, print patterns with shapes, count how many go to each activity. "If only six can go outside, then you only need one more," said one child sadly. Much to his delight, he was chosen next. Children benefit from good teaching and their attitude to learning is good.

Knowledge and understanding of the world

63. Children make good progress in the development of their knowledge and understanding of the world and attain the expected levels by the time they are six. They show good levels of curiosity about the world because of the good teaching and planning of activities. When they go for a walk they bring back leaves, twigs, stones and other items to make an interesting collage. They wrote, "Thank you God for our wonderful world," and showed good understanding of seasonal change and the growth cycle of a tadpole and a butterfly. They enjoy investigations of materials and help to make bubbles develop in water by blowing hard. Children know how to use the mouse on the computer, click on correct icons to draw a variety of shapes and colour them with paint or brush lines to make interesting snails. Some are able to add their name and print their work with minimum support. When building imaginatively with construction materials careful questioning helps children think about what they are doing. The idea of time is developed well through routines of the day and week and children talk about events of the previous day. Their visit to the museum when they dressed up as Victorian children gave them an understanding that schools used to be quite different and have changed a lot over time. Children learnt about other people's difficulties when they had a visit from an adult with a guide dog for the deaf and they added to their knowledge of other people's work when they set up a vets' hospital in the classroom. Children have good attitudes to learning because of good teaching.

Physical development

64. Children make good progress in physical development, learning new skills in lessons and at play so that they achieve the expected levels by the time they are six. Children are enthusiastic and very interested in the effects of exercise on their bodies. They feel their heart beating faster after some running and are very aware that this is good for them. "We're healthy!" they shout with glee. Children use space in the playground well and try hard to bounce and catch balls without dropping them. Less than half can catch a ball with two

hands when it is thrown up in the air, but they work hard at this. The majority of the group dribbles the ball close to their feet well but find it difficult to throw a ball accurately to a partner. However, they try hard and improve their skills in the lesson. Children have easy access to the area outside the classroom and manoeuvre the wheeled toys around the area well. They balance and climb on the climbing frame confidently and with agility. Children learn to use tools, materials and equipment with increasing dexterity. They pour sand and liquids into other vessels competently and improve their manipulative skills further by using the good range of construction equipment available. The quality of teaching and learning is good and impacts well on children's good attitudes.

Creative development

65. Children make good progress and achieve well because staff plan interesting opportunities thoroughly. This helps children to attain the expected levels by the time they are six. They produce very well drawn and painted observational sketches of flowers and all drawings with pencil and crayon are planned thoughtfully and completed with care. Children enjoy painting and concentrate well when painting pictures or objects outside with large brushes and water. They use paint carefully and paint with deliberation, mixing paint and washing brushes very carefully. Discussion with adults makes them think about their task and improve their skills and concentration. Children work very hard when making models, setting themselves challenges. "We're going to use every piece out of this box and make our tree grow higher and higher," claimed one child when she and a partner were building with a construction kit. When making models with boxes children use tape and glue confidently and construct spiral collages with pasta shapes and materials very deliberately. Children enjoy music and listen well to music in the hall. They try hard to join in with the hymns and enthusiastically sing number and action songs. There are very good opportunities for children to develop imaginative play in a structured way both inside and outside of the classroom. Adults intervene very occasionally with suggestions but children develop their own ideas and stories with enthusiasm and thought very effectively. Teaching and learning are good and children have good attitudes.

ENGLISH

66. The majority of pupils attain standards that are above average by the end of Year 2 and Year 6. The consistently good teaching and careful match of activities to pupils' abilities enable pupils to consolidate and extend learning systematically. Results in National Curriculum assessments by the end of Year 2 in 2001 were above the national average and in line with those for pupils in similar schools. They were well above the national average by the end of Year 6 and above average in comparison to similar schools. However, interpretation of the results is difficult because of the small number of pupils involved each year. The result of one pupil, or any pupils with special educational needs, can affect the overall outcome significantly. There has been an upward trend in standards in both reading and writing since 1998 and this has been maintained. No significant differences between the performance of boys and girls were observed during the inspection.

67. There have been good improvements in English since the last inspection. Standards have risen and pupils of all abilities make good progress. A careful analysis of information from all tests and assessments throughout the year ensures that the progress and attainment of each pupil is carefully monitored. Tasks are very well matched to pupils' ages and abilities in the mixed age classes. Teachers keep good records of the range of books pupils read. The literacy strategy has been implemented effectively and pupils have individual and group targets in literacy. There is planned use of literacy in other subjects. Resources for the literacy hour have been developed well and are regularly audited and updated.

68. Standards in speaking and listening by the end of Years 2 and 6 are above average. Teachers speak clearly to pupils and listen to all that they say very carefully. This encourages pupils to listen attentively and put up their hand to respond to questions appropriately. Although they are keen to contribute, pupils wait for their turn to speak. The very good relationships and friendly atmosphere give pupils the confidence to contribute. Pupils who are shy or of lower attainment develop greater confidence in themselves because they know what they offer will be valued. Pupils read out their work at the end of the lesson confidently because they know that others will respect what they say. Opportunities to work with discussion partners help pupils to organise their thoughts before speaking so that they are able to formulate specific questions and ideas.

69. Speaking and listening skills develop well as pupils move through the school because teachers build on the progress made in the development of language skills. Pupils in Year 3 show very good speaking and listening skills when they listen to a poem before creating their own version of it with a good choice of vocabulary. When one pupil was unsure of how singular words were made plural, the rest of the class helped the teacher to make this clear because they were able to explain it well. Pupils use technical and specific language confidently in science and make relevant and accurate predictions about the stories and texts they are reading. They are willing to discuss authors of books and compare one book with another, using a good range of vocabulary and examples. Pupils have very good opportunities to practise speaking in discussions in history and geography and when considering issues in religious education. They speak with clarity and good expression when reading prayers in the hall or classroom.

70. Attainment in reading is above average for pupils in both Year 2 and Year 6. Teaching of letter sounds, names and patterns is very good and enables pupils to make good progress with their reading skills. They progress quickly from reading simple texts to reading longer and more difficult books. Pupils enjoy poetry and using rhyming words. The lunchtime poetry club is well attended and pupils sit quietly together selecting poems they like before reading them to the group. All pupils enjoy the challenge of reading with expression to stimulate interest. Pupils take their reading books home regularly and parents support pupils' reading well. They love to sit in the reading corner looking at books the classes have made as well as published material. Group reading sessions are well organised and pupils watch carefully to see where the reader is so that they will be able to follow on when their turn comes. They work out words very systematically because the staff have shown them how to use the sounds they know to attempt new words. The majority of pupils do this well. Pupils know how to use dictionaries and a thesaurus and frequently check their spelling of new words carefully. They know how to find information from books and carry out any research well. However, there are not many opportunities to use the library during the day because it is currently used for the fifth class. The school is aware that a multimedia library which pupils can use at any time is required so that they can learn how to use library systems to find books they need for reading and research.

71. By the end of Year 2 and Year 6 the majority of pupils have standards in writing that are above average. Pupils look for out of the ordinary words to use in their writing and write a range of interesting stories, reports, book reviews, letters and poems. The majority of pupils use these skills well in other subjects. For example, they write detailed reports about the wives of Henry VIII and enter into the character of an evacuee to write a letter home very effectively. Pupils enjoy using whiteboards in literacy lessons and having responsibility for writing on the teacher's board. Higher attaining pupils in Year 2 learn to write a clear joined script and enjoy using a wide range of punctuation in their writing.

72. By the end of Year 2 and Year 6 pupils have developed a legible style of handwriting. This is very clear and well formed when practised in handwriting lessons. However, a significant number of pupils do not consistently use this good style of handwriting in their daily written work and they do not always present it well because they cross out words untidily. The school is aware that pupils' presentation of their handwriting could be of a more

consistent standard. When pupils copy out their draft work this is usually done well. Work is frequently word processed on the computer and this is presented attractively and carefully. Pupils write for a wide range of purposes, including a range of comprehension exercises. There are very good examples of imaginative longer stories. A very good feature of pupils' writing is the quality of the poetry. Some of this is completed with visiting poets or in arts weeks, but it is always of a high quality and is emotive. For example, on visiting ponds at Pondsmead, one Year 6 pupil wrote, "The pond is like a vast mirror," and later in his poem refers to "Murky depths beneath the skin."

73. Teaching and learning in lessons are consistently good. Pupils build on their learning well as they move through the school because teachers plan lessons carefully. Teachers plan meticulously for the different ages and levels of attainment and this ensures that pupils are able to reinforce skills previously learned and move on more quickly to higher levels of work. Teachers make learning fun because there is always challenge in the activities but tasks are achievable for all pupils. They make clear to pupils what they are expected to learn in lessons and they discuss targets regularly with them so that pupils know what they have to do next to improve. Pupils enjoy lessons and work well independently or in a group and they have good, or very good, attitudes to learning. They are keen to express opinions and make suggestions. Pupils know that teachers expect them to select materials quickly and get on with their work as soon as they sit down. They concentrate well on tasks and work sensibly with a partner so that the good learning atmosphere in lessons is not disturbed.

74. Skilled learning support assistants work very well with teachers and the special needs co-ordinator so that they give good quality support in lessons. For example, in some lessons learning support assistants give pupils with lower attainment or special educational needs support throughout the lesson so that they achieve well. Staff help pupils to share in the discussions at the end of the lesson. Groups of pupils of lower attainment have regular lessons with the special needs co-ordinator and these are valuable opportunities to focus on additional reinforcement of reading and writing skills. These sessions are very well planned and the skilful teaching enables pupils to grow in confidence and improve their skills. Teachers ask questions sensitively and this encourages pupils to join in discussions and extend their answers. The marking of pupils' work is not always consistent although there is some marking of very good quality. In the best marking, pupils can see how well they are doing and what they need to do to achieve their targets.

75. Co-ordination of the subject is very good and impacts well on learning. Information from assessments is used well to ensure that work is matched well to pupils' individual abilities. The school has implemented the National Literacy Strategy well and is constantly seeking to raise standards. Pupils gain great benefit from workshops and opportunities for drama. These are used well in lessons and for special performances. Visits from theatre groups, artists and performers are used very effectively to stimulate interest in aspects of English and they enrich pupils' learning. English supports pupils' spiritual, moral, social and cultural development very well because of the many opportunities for collaborative working and the wide range of literature, poetry and plays used in lessons.

MATHEMATICS

76. By the end of Year 2 and Year 6, the majority of pupils attain standards that are above average. A strong emphasis is placed on pupils using their skills of mental mathematics and this has a good impact on the standards attained. Standards have been improved for the majority since the last inspection and challenge for higher attainers built upon. Pupils make good progress, including those with special educational needs.

77. Results in 2001 National Curriculum assessments showed that by the end of Year 2, pupils attained average results in mathematics in comparison to all schools. At the expected level, test results were very high in comparison with the national average but these dropped

to well below average at the higher level. In comparison to schools in a similar context, results were well below average. However, by the end of Year 6 assessments had improved and showed those pupils attained above the national average results in comparison to all schools. In comparison to schools in a similar context, results were average.

78. A key school improvement plan target is to raise attainment at the higher levels. Inspection evidence confirmed that this is happening, with a larger percentage of pupils attaining the higher level by the end of Year 2. By the end of Year 6, the strong emphasis on challenging pupils to do well at this level is being sustained.

79. Trends over time are more variable by the end of Year 2 and consistently better by the end of Year 6. These, to some extent, reflect the year on year fluctuation of small numbers taking the tests and the influence on the results of pupils with special educational needs. Targets set at the expected level for pupils by the end of Year 6 have been met. No differences in attainment were noted between boys and girls during the inspection.

80. Improvements have been made since the last inspection through the introduction of the National Numeracy Strategy, which the school uses well throughout to confirm and extend learning. Planning is more consistent and challenging for all abilities. Learning objectives are essential targets for use in all lessons. The use of assessment and analysis of data to aid improvement is good. There are stronger links to other subjects, such as science and geography. There are links to information and communication technology for making graphs and charts, with plans to develop this further. Extra work in mathematics for those pupils who would benefit, as well as a club, are provided.

81. An analysis of pupils' work showed that pupils experience a broad curriculum, which covers all requirements. Pupils in Year 1 can add, subtract and count to 100 and make patterns counting on in twos, fives and tens. They progress to counting on in threes. By Year 2 pupils progress to learning multiplication facts for the 2 and 10 times tables and can count well beyond 100. Pupils are confident counting backwards as well as forwards. They can explain the methods used to find the answer to simple problems. Pupils can double and half numbers, some using high numbers, and some can explain the concept of inverse operations. By Year 4, pupils have progressed to work in fractions and decimals and using numbers up to and over 1000. By Years 5 and 6, the majority is able to measure accurately and make predictions, and develop a good understanding of complex shape work using quadrants, co-ordinates, angles and degrees. Pupils understand and use factors and prime numbers.

82. The quality of teaching and learning in mathematics is never less than good. Work is well matched to the needs of pupils and teachers are careful to include all abilities in questioning and practical activities. Teachers are very effective at teaching basic skills and have high expectations. The management of pupils is very good. All parts of lessons are conducted at a brisk pace, but are thorough with time taken to go through any work causing difficulty. Learning support assistants provide good quality support to individual pupils and groups and form a strong part of the teaching team. There is a wide range in ability in all classes as well as mixed year groups to plan for, but lessons are fully inclusive. In the very good lesson seen higher attaining pupils were set problems that challenged and extended learning. Pupils respond very well to lessons and attitudes to learning are very good. They behave very well with the most able supporting those less confident and all appreciative of each others' contributions. Pupils are highly motivated and enthusiastic about learning.

83. The co-ordination of the subject by the headteacher is very good and has a strong impact on improvements and the standards attained. Monitoring of the numeracy strategy and teaching takes place, and good use is made of assessment data to set targets. Action plans for continued improvement and raising standards further at the higher levels form part of the school improvement plan. Homework is suitably linked to the numeracy strategy, but the school recognises that parents would like further guidance to support their children at

home and this forms part of the improvement plan. Resources are adequate and suitably used. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development through pupils' enjoyment of the subject, working together and links to subjects such as geography and history.

SCIENCE

84. By the end of Year 2 and Year 6, the majority of pupils attain standards that are above average. Boys and girls perform equally well in science. A strong emphasis is placed on investigative and practical work, which enthuses and motivates pupils and extends learning and has a good impact on the standards attained. Since the last inspection, standards have improved for the majority, as has more challenge that is consistent for higher attainers. Pupils make good progress, including those with special educational needs.

85. Results in 2001 National Curriculum teacher assessments for pupils at the end of Year 2 were very high at the expected level, but well below the national average at the higher level, both against all and similar schools. At the end of Year 6, results as average point scores, were average against all schools and below this against similar schools. This again gave very high results at the expected level and average ones at the higher level. A key improvement plan target is to now give an even stronger emphasis to science, as in the successful cases of literacy and numeracy, and focus on raising standards at the higher level. Trends over time are for above average results at the expected levels.

86. Since the last inspection planning has been improved and now meets the needs of pupils of all abilities well, particularly higher attainers. There is a strong emphasis on practical work and less reliance on worksheets. A good range of resources to support investigative work is now provided. Assessment and its use to aid planning and target setting have been developed well and both are now good.

87. An analysis of pupils' work showed coverage of all requirements. There is a strong emphasis on investigations. Pupils by the end of Year 2 can investigate and record their findings. They use some simple equipment carefully to aid them in their investigations, such as magnifiers to observe snails as part of work on minibeasts. By Years 4 and 5, pupils have a good all round grasp of science and can talk about famous scientists, such as Newton and his work on gravity. They understand what causes friction and can carry out investigations into this and record their findings. Pupils could predict which surface would be easier for a shoe to cross and used simple equipment to carry out their tests. By the end of Year 6, pupils have progressed to more structured investigations. They have a good recall of what they found after a visit to a local wood and meadow and can contrast these two habitats, saying which conditions suit different plants and animals better. Pupils understand how to set up a fair test. Work is well linked to literacy and numeracy, ICT, to geography and to art and design. Pupils are able to make graphs, for example, of their results and use work on quadrants to plot findings during an investigation for fieldwork on habitats. They make detailed sketches to support their findings.

88. The quality of teaching and learning is good. Teachers have good subject knowledge and are enthusiastic about what they teach. They encourage good quality discussion and practical investigation and recording of findings. A good range of resources is provided to support practical activities. Work is recorded well, although some of this is less well organised for the oldest pupils in Years 5 and 6 to support the standards attained. Pupils respond very well to lessons and have very good attitudes to learning. They enjoy science activities and behave very well during visits out or around the school grounds. Pupils handle resources, materials and minibeasts with care.

89. The co-ordination of science is very good and emphasises a practical approach, which impacts well on pupils' learning. Monitoring takes place and there are plans to extend this

further. An action plan forms part of the school improvement plan and highlights raising standards further at the higher level. Very good use is made of the grounds and local area to make lessons exciting. There is a wildlife area and a sensory garden to enhance provision. There are very good links to pupils' spiritual, moral, social and cultural development by the awe and excitement generated when studying habitats and minibeast, and pupils working together, sharing their findings.

ART AND DESIGN

90. Evidence gathered from analysis of pupils' work and planning indicates that standards in art and design are in line with what is expected by the end of Years 2 and 6. Standards have been maintained since the last inspection, but provision for the subject is better because it is now taught as set lessons rather than ongoing group work. This enables pupils, including those with special needs, to make good progress in learning.

91. Further improvements have been made to teaching, the policy and planning. There is now direct teaching of skills and this leads to clearer planned progress for pupils. Work is linked to topics and to other subjects, such as literacy and numeracy, science, ICT, history and geography. The policy is up-to-date with reference to provision of two and three-dimensional work and the extension of pupils' spiritual, moral, social and cultural development through such activities as an arts week, which involves parents helping in school with activities.

92. Evidence indicates that pupils experience a broad curriculum, which covers requirements. Pupils in Year 1 have made good quality drawings of their pets. In Year 2, pupils created striking patterns using black and orange. Linking to topic work, they have looked at the collage work of the French artist Henri Matisse, called 'The Snail' and have produced their own very imaginative collages of snails. Pupils in Year 3 have illustrated poems and made imaginative animal sculptures. By Years 4 and 5 pupils have progressed to using ICT to create picture patterns after the style of the modern artist Mondrian. By Years 5 and 6, some pupils draw to a good standard, using line and tone well in work recorded in sketchbooks. They create textile pictures to illustrate poems.

93. The quality of teaching and learning in the lessons seen ranged from satisfactory to very good and evidence indicates that it is good overall. In the very good lesson, the learning moved forward very well through discussion, which challenged pupils to think how they could improve their sculptures. In the satisfactory lesson seen, less emphasis was placed on challenging pupils to be more imaginative when designing textile pictures, and learning was satisfactory. Teachers plan lessons carefully and pupils are given good opportunities to select tools and equipment. Pupils have good attitudes to learning and work together well sharing tools and ideas.

94. Co-ordination of the subject is organised effectively and this impacts well on the progress pupils make. There are plans to extend links to ICT. The work of pupils is displayed well and enhances other learning, such as an informative Golden Jubilee display. Resources are adequate, kept in good order and handled sensibly by pupils. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, particularly through the study of famous artists and different styles of work, and by enhancing opportunities for pupils to talk about their work and to share ideas and resources.

DESIGN AND TECHNOLOGY

95. Evidence gathered from analysis of pupils' work, planning and links to art and design indicates that standards are in line with what is expected at the end of Years 2 and 6 in design and technology. Standards have been maintained since the last inspection, but there is now a better emphasis on improving designs and evaluating them. This provides better

challenge for all pupils, particularly higher attainers. Pupils, including those with special needs, make good progress in learning and applying skills.

96. Other improvements include the review and update of the policy and planning. Work is now more consistent and enables progress to be built upon. There are better links to ICT, and other subjects, such as literacy, numeracy and science.

97. The subject covers requirements and is taught through different topics. Pupils in Years 1 and 2 learn about healthy eating and work with construction materials. In Years 4 and 5, pupils design and make moving toys, textiles and containers. In Years 5 and 6, pupils progress to designing and making controllable vehicles. Evidence indicates pupils can design, make and evaluate. They can cut and join different materials, such as paper, card and wood using a range of tools. In Years 4 and 5, pupils can join materials and have made an interesting range of photo frames. Pupils in Years 5 and 6 can measure and use a saw with some accuracy. They selected and used tools sensibly when making a range of containers. Pupils followed their designs carefully when making moving animals.

98. The quality of teaching and learning based on an overview of work taking place is good. Teachers join in with pupils, questioning and listening well, and show much enthusiasm for the different activities. Pupils respond well to this and show good attitudes to learning, being keen to talk about what they are doing and to make improvements. They share and handle tools sensibly.

99. The subject is very well co-ordinated with a clear action plan for continued improvement. This has a good impact on the progress made by pupils. There are plans to improve assessment further. Monitoring of planning and work takes place, and finished work is photographed to keep a record of progress. Food technology work is linked to healthy eating and other topics taking place. Resources are kept for easy access by pupils. Working together and the excitement of pupils about their finished work make a good contribution to pupils' spiritual, moral, social and cultural development.

GEOGRAPHY

100. Attainment of pupils by the end of Year 2 and Year 6 is in line with expectations in geography and has been maintained since the last inspection. Pupils, including those with special educational needs, develop their skills, knowledge and understanding of the subject well and make good progress as they move through the school. Pupils' geographical research and mapping skills improve because of the wide range of opportunities provided in lessons and on visits.

101. Pupils in Year 1 have a good understanding of how to follow a route around the local area to identify their own homes and important buildings. They make good observational drawings of buildings, showing particularly good detail of a view of the school from the slope, and of the local brewery. They make good plans of the classroom as it is and as they would like it to be. Pupils in Year 2 draw plans of the school and their classroom and consider how to make the main road outside the school safer. They make some good suggestions of ways in which traffic could be slowed down. Pupils sketch plans of the sensory garden and use a key accurately to help with the interpretation of these.

102. Pupils in Year 3 extend their knowledge of the local area when they visit nearby Wells and Wookey Hole. They make good use of an Ordnance Survey map to note buildings and have a good knowledge of the range of shops and traders in Wells. Pupils compare temperatures and climate around the world and relate these carefully to the popularity of certain holiday destinations. They use their developing understanding of maps to locate cities and rivers in India before making a detailed study of Chembakoli. In very interesting individual studies pupils research different aspects of the Indian culture, including cinema, architecture

and festivals. This extends their understanding of the diverse cultures in the world. Pupils in Year 4 contrast life in rural Kenya with life in Nairobi and this study was enhanced by activities during the multicultural arts week when pupils added to their research by making attractive and interesting masks, pots and tie-dying material. This work was linked well with Action Aid and involved much research. In the one geography lesson observed pupils demonstrated clear understanding of the use of Ordnance Survey symbols when working out ways to travel out of the area in which they live. They found major routes without difficulty and used atlases to work out routes to towns around the country using major roads.

103. Pupils in Years 5 and 6 use secondary sources, including books, news reports, maps and information and communication technology to find out about interesting events around the world. They locate the places where these occurred accurately on a map of the world. Pupils investigate environmental changes and the potential impacts of living near quarries. They consider the methods of managing and controlling the impact when on a visit to a quarry and produce a good range of observations. Pupils make good maps, with keys, when they look at the effects of man and nature on the coast. They produce interesting booklets of their visits to the Dorset coast to learn about caves and what can be found on a beach. Pupils find out about the major rivers in the world and discover detailed information about one for example, the Nile.

104. The quality of teaching and learning is good. Teachers plan lessons that are matched well to the topic being studied and to the abilities and ages of pupils. They expect pupils to remember and apply knowledge from previous lessons and to develop their skills in map reading and research as they move through the school. There are good links with other subjects for example, art and design, literacy and numeracy, because activities involve speaking and listening and reading for information. Pupils are encouraged to use a range of sources to find out information, and visits are purposeful and planned to extend pupils' experiences and knowledge. Pupils' written work frequently shows that geographical knowledge and understanding increase. Pupils often work in groups and get on with their tasks efficiently because they find them interesting. They enjoy visits and practical activities that are part of topics. They like to take a toy bear on holiday so that they can send a postcard back to add to the very well presented 'Will Travel' display. Pupils have good attitudes to learning.

105. The subject is managed well and the curriculum has been revised to ensure pupils build on their learning systematically. This is an improvement since the last inspection when there were weaknesses in the curriculum provided. Field study visits are an important part of many topics and pupils' learning clearly benefits from these. Geography makes a good contribution to pupils' spiritual, moral, social and cultural development through the visits and range of interesting learning activities.

HISTORY

106. Attainment for pupils at the end of Year 2 and Year 6 is in line with expectations in history. Standards have been maintained since the last inspection. Pupils, including those with special educational needs, make good progress and use a range of resources and evidence to extend their understanding of aspects of history.

107. Pupils in Years 1 and 2 know that history is about what happened in the past. They are developing a good sense of the past in discussions about yesterday, last week and last year. Pupils know that certain events, such as the Golden Jubilee, celebrate historical events, and observe from the good display of photographs around the school the changes that have occurred since the Queen's accession. They see the links between the Millennium and the sensory garden that has been carefully planned and completed as part of that celebration. On a visit where they experienced a Victorian Day, pupils dressed up and examined a range of artefacts, especially in the kitchen, and easily observed the differences between then and

now. Pupils are learning to use books to search for information about topics and show good skills in observational drawing and writing.

108. Pupils in Year 3 enjoy their work on Tudor life, writing clearly about Henry VIII and his wives. They show a great interest in World War II and look at many aspects of life during the war. Pupils write as evacuees to their parents. Their letters are interesting and show a good understanding of the separation. Some pupils bring in additional information, including photographs, and show that they have read widely and have looked at samples of evidence carefully.

109. Very good use is made of artefacts to help pupils in Years 4 and 5 build up a picture of what life was like in the Indus Valley. Pupils examine pictograms, seals and ideograms and produce interesting drawings of what they think the evidence tells them. Pupils look at life in the 1960s as seen through the life of John Lennon. Their evidence from a range of articles about him in newspapers and on the Internet is illustrated well and includes many items about other popular artists. As part of their study of 'Invaders and Settlers', pupils look at evidence from Sutton Hoo and try to determine the purpose of a range of objects used by the Anglo-Saxons. They show good research skills when following a timeline to learn about the Vikings and why they explored many parts of the world. "They were mostly farmers, not warriors," they discover and previous ideas about the Vikings begin to change.

110. Pupils in Years 5 and 6 complete well presented projects on Bristol, looking at historical and geographical aspects of the city, as well as investigating the lives of famous people connected with Bristol, such as John and Sebastian Cabot and Isambard Brunel. They make good use of photographs taken on their visit. They use census information from 1891 to collect information about the ages of the people living in Oakhill, their employment and the size of their families. Pupils draw relevant inferences from the information they find and construct graphs to show their findings. Pupils work together well to complete tallies and discuss the meanings of certain words or phrases such as 'paupers'.

111. Teaching and learning are good because teachers have good subject knowledge and lessons are planned to help pupils learn to use evidence and search for information independently. There is planned use of literacy in other subjects, such as art and design and information and communication technology in most topics, and good opportunities for reading widely for information. This is an improvement since the last inspection. Teachers make good use of videos and photographs to support pupils' learning and ensure that tasks are matched carefully to pupils' ages and abilities. Pupils respond well to the activities provided and have good attitudes to learning.

112. The subject is well managed and the curriculum has been improved since the last inspection. It now enables pupils to build systematically on previous learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through visits, visitors and opportunities to handle and examine artefacts of the periods being studied.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Standards of attainment in ICT for the majority of pupils are in line with those expected at the end of Year 2 and Year 6. Standards have been maintained since the last inspection, but those pupils capable of higher attainment are now being challenged better and are attaining above what is expected. This is often due to the good quality adult support working with pupils individually or in small groups, developing skills further. Pupils, including those with special educational needs, make good progress.

114. There have been major improvements in provision since the last inspection with the addition of a dedicated ICT suite as well as the retention and updating of classroom computers. Planning has been improved and deficiencies in parts of the curriculum rectified.

The curriculum provided now covers all the required elements. The policy has been updated and record keeping and the use of assessment improved. There are plans to extend assessment further and links to other subjects. There are suitable links with literacy and numeracy, science, art and design, geography and history, and these make a strong contribution to provision for pupils' spiritual, moral, social and cultural development.

115. Work samples indicate a broad range of work covered, which meets curriculum requirements. Pupils can use all the basic keys on the computer and older ones can save and retrieve work. Pupils in Year 1 can make number patterns, counting on in twos and fives on 100 square grids, and, with adult help, print them off. Pupils know that information can be found on CD-ROMs and via the Internet. With adult help, pupils in Year 3 can access the Internet to find out information. In Years 4 and 5, there are links to art work through designing a range of patterns in the style of the modern artist, Mondrian. Pupils can draft stories and edit and change their work. Pupils produce a good quality school magazine in Years 5 and 6 each year. Pupils use computers to make maps, graphs and charts. In Years 5 and 6 work is extended to extracting information from graphs to make comparisons: for example to support a 'for or against' argument about local quarries.

116. One full lesson was observed, although pupils used computers to support learning in a number of lessons and in the ICT suite. Teaching was good in the lesson seen and indications are that it is good overall. In Year 3, pupils of all abilities were well challenged and excited by the task of producing a magazine. They understood how to use the computer to design and draw a cover and, with adult help, succeeded in completing the task. There is efficient and knowledgeable support provided by adults and all teachers are confident in teaching ICT. Pupils' attitudes to learning and behaviour are very good. Pupils enjoy the challenge of achieving a task, showing excitement when doing so. They respond very well to the adults teaching them and show respect to others when waiting their turn, and share information to help each other.

117. The co-ordination of the subject by the headteacher is very good and impacts well on pupils' progress and provision. Monitoring takes place and is being developed further. There is a clear action plan for continued improvement, which seeks to develop the use of ICT for pupils and community use. Resources are good, with computers in the suite networked, a website is being developed, a digital camera used, plans for a digital projector, and a wide range of software is provided. A corridor is to be built for better access to the ICT suite, which means pupils will not have to walk through a class to get there.

MUSIC

118. Attainment for pupils at the end of Year 2 and Year 6 is in line with expectations in music. Standards have been maintained since the last inspection. Pupils, including those with special educational needs, make good progress because of the good teaching and interesting presentation of lessons.

119. Pupils in Years 1 and 2 learn to sing an unusual range of songs, many of which are linked to the topics they are studying. They find the tune and words for a new song, 'My minibeast friends' difficult at first, but, by the end of the lesson they sing each verse well and remember to change the name of the creature and its actions in the verses and chorus. They listen very well so that they move in time with the different instruments played by the teacher and finally play the instruments themselves to match their music with the different minibeast.

120. Pupils in Year 3 clap rhythm patterns well and listen carefully to cover versions of a popular song. They noted the different style of beat and speed in the two versions. One pupil suggested, "The modern version is more peaceful because one person is singing it slowly." They read through the words for 'Yellow Submarine' before changing this song to a rap

rhythm enthusiastically and successfully. Pupils broke into groups with different rhythms, and selected instruments to accompany their rap confidently and effectively. In assemblies pupils sing interesting hymns well. They know the importance of posture when following the words in their hymn books correctly. In choir they sing with clear diction and good pitch and the lunchtime group combine actions and words well in their good selection of songs for a concert. Pupils listen well and follow the teachers' instructions carefully so that they improve their performance in a short time.

121. Teaching of music is good and the musical skills of the teachers ensure that pupils learn correct terms and have high expectations of their own performance. Teachers are enthusiastic about music and this is communicated to pupils so that lessons proceed at a brisk pace and everyone is sorry when they end. Pupils have good, if not better attitudes to learning. They concentrate well, and want to play instruments and learn new skills. Behaviour is good because there are frequent changes of activities during lessons and pupils feel that their contributions are valued. Pupils enjoy music and special services at the local church and Wells Cathedral and are proud of their participation in concerts.

122. Music is integral to the life of the school. It is an important part of assemblies and the time given to reflect and respond to the music is of great benefit to pupils because it is part of their whole musical experience in school. The school is fortunate in having several skilled musicians on the staff, including the co-ordinator, and they bring considerable interest and enthusiasm to the subject. They provide very good support for any colleagues who are less confident in teaching music. Many pupils learn to play the recorder so that the majority of pupils are able to read music before they leave the school. A recorder group accompanies hymns in assembly and this adds to the shared quality of experience. Several pupils are to have group tuition in a range of instruments from next term and they, too, will contribute to assemblies and concerts. Very well planned arts weeks always have a musical focus and pupils join in workshops with other schools and visiting artists. Pupils have a rich musical experience in the school and this means that standards and skill levels are rising steadily. Music makes a very strong contribution to pupils' spiritual, moral, social and cultural development because the range of opportunities to enjoy music and learn to play and sing well is extensive and impacts well on learning. The subject has been maintained and there is improved provision since the last inspection.

PHYSICAL EDUCATION

123. Attainment for pupils at the end of Years 2 and 6 in physical education is in line with national expectations. Standards have been maintained and improved since the last inspection when deficiencies were noted in provision for gymnastics. Pupils, including those with special educational needs, make good progress. All groups go swimming during the year and the majority of pupils are able to swim the minimum distance of 25 metres by the time they leave the school.

124. By the end of Year 2, pupils are developing skills in ball control and playing with a partner or as a member of a team. The quality of ball skills develops as pupils move through the school. Pupils in Year 3 learn the best body position for batting and bowling and the correct way in which to grip a racquet. They find it difficult to hit the ball when holding the racquet with one hand but persevere and improve during the lesson. Higher attaining pupils throw the ball to a partner well but almost half the group does not direct the ball accurately, although they try hard and gradually improve. When practising football skills pupils from Years 4, 5 and 6 pass the ball accurately to a partner and control it well when dribbling around the playground. Pupils in Years 5 and 6 develop their skills of throwing overarm and hitting a ball with a bat successfully and improve their sprinting and baton changing techniques as they prepare for relay races. By watching their classmates and gaining new ideas, pupils improve their skills and techniques.

125. Teaching is usually good because teachers plan lessons well. There is a good emphasis on an effective warm up before the lesson and time to cool down at the end. Teachers expect pupils to use the available space well and make good use of pupils' evaluations of others' work. Teachers demonstrate the required movements well and give pupils opportunities to demonstrate their skills to others. They make good teaching points and pupils learn what to do to improve because good demonstrations have a positive impact on the quality of pupils' work. Teachers make good use of praise to motivate pupils, especially those with less confidence. Pupils make good attempts to carry out instructions and work hard in lessons. They particularly like the warm up at the beginning of lessons and are very aware of the good effects that exercise has on their bodies. Pupils enjoy lessons and have a good attitude to physical exercise.

126. The subject is co-ordinated well and all elements of the National Curriculum are taught during the year. However, since it has been necessary to set aside part of the hall for work with groups of pupils with special educational needs, there is insufficient space for the use of apparatus in gymnastics, particularly with older pupils. The school is aware that this lack of space impacts negatively on the physical education programme although no difficulties were observed during the inspection as games activities took place outside. The school's programme of extracurricular activities is very good and includes a wide range of sporting visits to other schools and good quality coaching opportunities. All of these activities impact well on the quality of pupils' work. Physical education makes a good contribution to pupils' spiritual, moral, social and cultural development because of the opportunities for working together and learning the importance of being a good member of a team.

RELIGIOUS EDUCATION

127. At the end of Year 2 and Year 6 pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus. Standards have been maintained since the last inspection, but greater opportunities have been made for questioning and discussion, particularly for higher attainers. Pupils, including those with special educational needs, make good progress.

128. Other improvements have been made to review and update the policy and planning. The policy makes reference to links with spiritual, moral, social and cultural development, personal, social and health education and citizenship, and collective worship. Resources now include a better range of artefacts, books and visual material such as posters and videos, particularly linked to work on other world faiths.

129. Pupils learn about Christianity through Bible stories and Christian festivals, which they take part in. Moral themes are enhanced through collective worship and links with literacy. During the inspection, pupils in Years 1 and 2 learnt about the life and work of St Francis and this was well linked to the topic on animals. In Years 4, 5 and 6, pupils were studying Islam and many could make comparisons between special events, such as the Christian time of Lent and the importance to Muslims of the pilgrimage to Mecca.

130. The quality of teaching is good overall. Lessons planned are interesting and involve the use of a wide range of resources. Teachers have good subject knowledge and show enthusiasm for teaching religious education. Teaching makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to reflect on their own experiences and to draw on knowledge from previous lessons. In the lesson seen in Years 5 and 6, which was satisfactory, pupils made sound progress in their learning, but found extending discussion more difficult despite the teacher's best efforts. However, all pupils show good attitudes to learning and are interested in finding out about other faiths, and have a good understanding of Christianity. They write prayers and accounts, but there is room to develop the quality of the recording of work further.

131. The subject is very well organised and the co-ordinator has a good oversight of work taking place. This has a good impact on display relating to the work being taught, which enhances learning and understanding well. The teaching of religious education has a high profile in the school. The action plan sets out to improve further the list of visitors to talk to pupils about other faiths and issues related to Christianity, particularly to enhance discussion for pupils in Years 5 and 6. Monitoring and assessment are being developed further. Good use is made of the local church and visits to places, such as Wells Cathedral.