

INSPECTION REPORT

CHEW MAGNA PRIMARY SCHOOL

Chew Magna

LEA area: Bath and North East Somerset

Unique reference number: 109062

Headteacher: Miss C Galliers

Reporting inspector: Mr D Clegg
4341

Dates of inspection: 13th – 15th January 2003

Inspection number: 246858

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: Community

Age range of pupils: 5 – 11 years

Gender of pupils: Mixed

School address: Butham Lane
Chew Magna
Bristol

Postcode: BS40 8RQ

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Appropriate authority: The governing body

Name of chair of governors: Mr R Jordan

Date of previous inspection: 12th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4341	Mr D Clegg	Registered inspector	Mathematics Information and communication technology Art and Design Special educational needs English as an additional language	What sort of school is it? How high are standards? <i>The school's results and pupils' achievements.</i> How well are pupils taught? How good are the curricular and other opportunities offered to pupils? How well is the school led and managed? What should the school do to improve further?
13911	Ms J Gallichan	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development.</i> How well does the school care for its pupils? How well does the school work in partnership with its parents?
25359	Mr P Crispin	Team inspector	Science Design and technology Geography History Physical education Educational inclusion, including race equality	
27635	Ms D Cinamon	Team inspector	Foundation Stage English Music Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a much smaller than average primary school with 92 pupils aged between four and eleven. There is about the same number of boys and girls. The great majority of pupils are White British; a small number are White from other backgrounds. All pupils speak English fluently.

The proportion of pupils that is eligible for free school meals (about two per cent) is below the national average. About 20 per cent of pupils have special educational needs; this is broadly average. Of these, about six per cent have significant learning difficulties and two per cent have statements of special educational needs. The main difficulties are moderate learning problems and specific learning difficulties.

The school serves a reasonably stable community, with less than ten per cent of pupils leaving and joining the school at other than the usual times.

Pupils are organised into four classes, each with more than one age group. Class sizes vary between 16 and 25. There are 5.1 full time equivalent teachers. There is some specialist subject teaching in Years 4, 5 and 6.

Children's levels of attainment on entry are above average.

HOW GOOD THE SCHOOL IS

This is a good school with some excellent features. The school has a wonderful ethos for learning. The oldest pupils achieve well and attain high standards. The school successfully ensures that pupils develop personally; as a result, they have excellent attitudes to work. Behaviour throughout the school is excellent. The quality of teaching is good, and some is very good or excellent; this helps the great majority of pupils to do well. The school is well led and managed and offers good value for money.

What the school does well

- Eleven year olds achieve high standards, particularly in English, mathematics and science
- The youngest children get off to a good start and make good progress
- Pupils have excellent attitudes to their work and are very effectively helped to develop personally
- The overall quality of teaching is good, with some very good and excellent teaching
- The school is effectively led and managed
- The school develops and sustains a very constructive partnerships with parents

What could be improved

- The rate of progress for a small group of pupils in Years 2 and 3 in writing and mathematics
- Aspects of the provision for pupils with special educational needs

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in January 1998 the school has made good progress. Standards overall are higher, although standards in writing for seven-year-olds have declined slightly. The overall trend is an improving one and pupils' achievements are better than at the time of the last inspection.

The quality of teaching has improved: there is now much more very good and excellent teaching. The school continues to be well led and managed.

Only limited progress has been made in providing dedicated play space for the under fives, but a building programme is due to begin to address this weakness.

The school has schemes of work in place that ensure that the work that pupils do builds on what they have learned previously.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	A	A	C	well above average A above average B average C below average D well below average E
mathematics	B	B	B	C	
science	B	A	B	C	

Results in the most recent tests indicate that eleven-year-old pupils are attaining high standards. If the pupils' prior attainment at seven is taken into account then the achievements of these pupils are very high. The trend in improvement is similar to all schools rate of improvement.

In tests in 2002, seven-year-olds also attain high standards with well above average results in writing, reading and mathematics. In the last two subjects results were in the top five per cent of all schools nationally. Standards in writing are also well above average. Standards are also well above those of similar school; in reading, standards are in the top five per cent of similar schools.

The inspection confirms the high standards shown by the test results for eleven-year-olds, although the standards currently being attained by seven-year-olds are broadly average.

The great majority of pupils reach the standards they should. The youngest children get off to a good start and make good progress. They are very well prepared to start work on the National Curriculum when they begin Year 1. Occasionally some pupils in Years 2 and 3 could make quicker progress in writing and mathematics. Pupils in Years 4, 5 and 6 achieve particularly well, making very good progress, especially in developing their literacy and numeracy skills.

The standards in speaking and listening are very high throughout the school. Pupils are generally confident and articulate; the older pupils have a wide vocabulary and they confidently talk about and discuss what they are doing. They read widely and have a good knowledge of authors and a range of literature. They understand what they read and share their opinions sensibly, often showing real insight into characters and events.

In mathematics, the older pupils have a good grasp of how numbers work, they use the four operations and solve problems. They understand the relationship between decimals, fractions and percentages. Pupils know about those aspects of science they have studied and are very capable when conducting their own experiments.

Standards in other subjects are at or above the national expectations. In some aspects of information and communication technology (ICT) standards are very high, especially for the oldest and youngest pupils. In history, geography and physical education (PE), seven-year-olds achieve expected standards and eleven-year-olds attain above expectations. There is some good achievement in art, although overall standards are broadly in line with expectations throughout the school. Standards in music are high throughout the school with the eleven-year-olds achieving well above expectations. Standards in design and technology (DT) are as expected.

In religious education (RE) pupils reach the standards outlined in the locally agreed syllabus.

Pupils with special needs make generally good progress and meet their learning targets. In a small number of lessons pupils are given work that is a little too difficult and they do not make the progress they could.

The school has set realistic targets that are well founded on what pupils already know and understand.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	This is an excellent feature of the school. Pupils work hard and take pride in what they achieve.
Behaviour, in and out of classrooms	Behaviour is excellent. The high degree of interest pupils show in lessons ensures they are fully engaged in what they are doing.
Personal development and relationships	Throughout the school relationships are excellent. The oldest pupils are sensible and mature and well prepared for the next stage of learning.
Attendance	Attendance is very good and well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

The good quality teaching is a key feature in the school's success. Across the school there is some variation in the quality of teaching. The younger children get off to a good start through consistently good teaching that establishes a firm base for future learning. The teaching of Years 2 and 3 is satisfactory and the teaching of pupils in Years 4, 5 and 6 is consistently very good or excellent.

Teachers are very confident about what they are teaching and have a very firm grasp of what it is important for pupils to learn. They provide pupils with very clear explanations and have high expectations about what pupils will achieve. Pupils respond positively to this and achieve well.

The teaching of both literacy and numeracy is generally good, and often very good or excellent. In some lessons with Year 2 the teaching of pupils with special educational needs is not consistently helping them to meet their learning targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is a good feature of the school. The curriculum is broad and balanced and takes account of all subjects. It is very well supplemented by an excellent programme of extra-curricular activities. All pupils have equal access to what the school offers.
Provision for pupils with special educational needs	Overall the provision is satisfactory with some good features. Pupils' learning targets are not always sufficiently precise.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a very strong feature of the school. There is excellent provision for social and moral development, and very good provision for cultural development. Spiritual development is also very good.

How well the school cares for its pupils	This is a strong aspect of the school. Pupils are given a very high level of care and support both personally and academically. There are very good procedures in place to ensure pupils' welfare and care. Assessment arrangements are generally effective and well used.
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The school develops and sustains a very strong and productive partnership with parents. The school is particularly good at teaching children to keep themselves safe.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, working very closely with staff and governors, provides the school with a good sense of direction and purpose.
How well the governors fulfil their responsibilities	The governing body is very effective. Governors are fully involved in the life of the school and work closely with the headteacher in setting the strategic direction for development.
The school's evaluation of its performance	There are good systems in place to monitor and evaluate what the school is achieving, although the monitoring of teaching is not always as sharp as it needs to be.
The strategic use of resources	Financial procedures are secure and the governors take appropriate steps in seeking best value.

The school is generally well equipped and staffed. There are weaknesses in the accommodation, but these are about to be rectified through a major building programme due to start soon after this inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school • Children make good progress • Behaviour is good • The teaching is good • Teachers are approachable • Children are expected to work hard • The school is well led and managed 	There were no areas of concern raised by parents.

About 50 per cent of parents returned questionnaires and about 20 parents attended the pre-inspection meeting. Parents are fully justified in having the confidence that they do in the school. The very positive views of parents are also confirmed by the school's own questionnaires which it uses to gauge their views about the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. ***In the last three years standards have improved in line with the national trend.*** Seven year old boys perform better than girls but by the time they reach eleven the difference is less marked, although in the 2002 tests, eleven year old girls did better than boys in English and mathematics and the boys did better in science.
2. ***Some current standards vary from the most recent results.*** Eleven-year-olds continue to attain standards similar to those in the tests due the consistently high quality teaching. The standards attained by the current seven-year-olds are closer to the national average partly because this group of pupils has a high proportion of pupils with special educational needs (SEN).
3. ***Overall, pupils achieve well.*** The youngest pupils get off to a good start and make good progress in literacy and numeracy. Pupils in Years 4, 5 and 6 also achieve very well and make good or very good progress. However, some pupils in Year 2, especially those with SEN could achieve more. Also occasionally the higher attaining pupils in Year 3 could make more rapid progress.
4. ***Throughout the school pupils achieve very high standards in speaking and listening and in reading.*** Pupils have a wide vocabulary and use it well to express themselves. They read widely and confidently discuss what they have read. They offer sensible opinions about their favourite characters and books, one girl was very clear about preferring the most recent Harry Potter books to the films, the latter having 'shattered the image' Written work is interesting, imaginative and well structured. The use of language is often very effective in creating mood and character. Literacy skills are well developed and make an impact across the subjects enabling pupils to achieve well overall.
5. ***Pupils attain high standards in mathematics and science.*** By the time pupils leave the school they are well equipped for the next stage of learning. They confidently work with high numbers, use the four operations to solve problems and generally have well-developed mental skills. Pupils have a good level of numeracy skills. In science, pupils have a good level of knowledge about those areas they have studied and are also very adept at conducting scientific investigations.
6. ***In other subjects standards are in line with, or above expectations.*** In information and communication technology (ICT) pupils achieve high standards in some aspects, particularly in creating multi-media presentations using digital technology. In some aspects, standards are lower than expected. Seven-year-olds achieve expected standards in history and geography, but eleven-year-olds achieve well and reach better than expected levels.
7. Standards in music are good or very good throughout the school. In art, standards are generally in line with expectations, although nine and some ten-year-olds achieve higher standards. In design and technology (DT) standards are in line with expectations for all pupils. In physical education (PE), seven-year-olds achieve expected standards but eleven-year-olds achieve above expectations. In religious education (RE), standards are similar to those outlined in the locally agreed syllabus.

8. ***Most pupils with special educational needs do well and reach their learning targets.*** On some occasions, however, they are given work that is not quite matched to their needs and their progress slows.
9. ***The school sets realistic but challenging targets.*** The current targets are for 85 per cent of eleven-year-olds to reach the national average in English and mathematics. This is realistic and takes full account of the current attainment of this particular group of Year 6 pupils.

Pupils' attitudes, values and personal development

10. ***Pupils' attitudes to learning and their enthusiasm for school are excellent.*** Not a moment is wasted in lessons as pupils' give teachers their full attention. Pupils' behaviour is also excellent. This aspect was a strength at the time of the last inspection and remains a key feature of the school's success. Pupils take full advantage of all the different activities organised for them both during the school day and beyond. It is no wonder that all parents responding to the parents' questionnaire stated their children enjoyed coming to school. Attendance rates are well above the national average and there have been no exclusions.
11. ***Pupils throughout the school work hard and are committed to their learning activities.*** For example, the youngest children organise themselves quickly when they arrive in the morning, eager for the day's activities to begin. They immediately come up with lots of suggestions when asked to help 'Sammy Snake' think of words beginning with 's'; bursting to share their words with the rest of the class. Older pupils concentrate and listen to their teachers carefully in order to complete their work to a high standard. In a Year 4 science lesson, pupils were so keen to answer the teacher's questions about temperatures that often all hands were up.
12. ***Behaviour in class and around the school is excellent.*** Pupils get on well with one another. The atmosphere in lessons is calm, often with an air of excitement as pupils are caught up in the teachers' enthusiasm for what is being taught. Pupils respond appropriately to the reflective atmosphere created at assembly times. 'Craze of the Week'¹ and the availability of small playtime equipment means pupils are active and occupied during break and lunchtimes. They are too busy to misbehave.
13. ***Pupils' personal development is very good; they willingly take on responsibilities around the school.*** The oldest pupils are mature and sensible; they naturally look after younger pupils during breaktimes. Picnic lunch in the hall needs minimal supervision as pupils organise themselves and help each other with their packed lunches. The youngest pupils are delighted when they are 'VIP' for the day and take responsibility for collecting and returning the register to the office. Pupils are keen to represent their year group on the school council. School councillors are very active in making suggestions to improve aspects of school life and are proud of their achievements, for example, they now have mirrors in the toilets and football can be played on the field on Fridays. Pupils think of others – they understand that by having the fun of dressing up and paying for the privilege, they are raising money to help those less fortunate than themselves.
14. ***Relationships are excellent throughout the school community.*** Pupils get on well together throughout the school day with boys and girls of all ages playing happily together at break and lunchtimes. When asked to do so, pupils work well in pairs sensibly discussing questions posed by their teacher before offering their answers to the whole class. Pupils listen politely to one another, respecting others' viewpoint. In recent years, pupils and staff have worked together annually to create a grand school

¹ Pupils choose an activity, for example 'skipping', which will be the focus activity at playtimes.

production. This has been the high spot of the year for many pupils and is eagerly anticipated by parents.

15. **Attendance levels are high.** Pupils' enjoyment of school is very evident. Almost all pupils attend school regularly and this has a very positive impact on their progress and the standards they achieve. The attendance rate for last year was well above the national average, with below average unauthorised absence. Pupils arrive in school in good time and lessons start punctually.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The good quality teaching is a key factor in the school's success. All teachers work very hard and are committed to giving their pupils the very best opportunities to succeed. The teaching of the youngest children is consistently good and occasionally very good. Pupils in Years 4, 5 and 6 benefit enormously from consistently very good or excellent teaching. There is no unsatisfactory teaching, 48 per cent of the lessons seen were very good or excellent and 85 per cent were good or better. The quality of teaching is better than at the last inspection. Lessons have a number of noteworthy features:
17. **Lessons are well prepared and planned.** This ensures that learning moves on at a good pace, teachers know what they doing and know how much work they need to get through. Materials and equipment are readily at hand and, in the great majority of lessons, teachers ensure that all pupils are given work that meets their learning needs. This is particularly evident in the lessons with the very youngest children where the teacher very carefully distinguishes the work to be covered by the children in the reception year and those in Year 1.
18. **Teachers have high expectations.** Children throughout the school respond very positively to the demanding teaching. In literacy lessons with the oldest pupils, the teacher refuses to accept one-word responses to questions and is constantly challenging pupils to think more carefully and give fuller, lengthier responses. This challenging questioning is one of the key reasons pupils achieve such high standards in speaking and listening.
19. **Teachers have good subject knowledge.** All the teachers have a very firm grasp of what children need to know; their own knowledge enables them to teach confidently and, invariably, with real enthusiasm. This was very evident, for instance, in an art lesson with Years 5 and 6. The teacher's enthusiasm was infectious, pupils were very eager to talk about the range of 'still life' pictures and use the language of art to articulate their preferences. They were very comfortable talking about texture, tone and how the artists used light and shade. The demanding questioning provoked deep thoughts about the distinction between 'form' and 'shape'.
20. **Learning assistants make a big contribution to pupils' successes.** Teaching assistants work with groups of pupils and, occasionally, individuals to ensure that all pupils benefit from the teaching. They are well deployed to support groups of pupils who need more practice with their spellings or who need more reinforcement of key teaching points. They play a key role in the teaching of the very youngest children encouraging a high level of talk. In other year groups, pupils are given extra help to supplement what they are learning in class.
21. **Very good relationships help pupils to learn.** In all lessons there is a relaxed, but purposeful, atmosphere that is very conducive to learning. In many lessons, there is a spirit of adventure and camaraderie that gives pupils confidence to take risks, offer

opinions and learn from their mistakes. As one teacher remarked, 'I am very lucky, I come to work with 24 friends'. The pervasive sense of 'togetherness' is as tangible in lessons as it is in the playground or assemblies.

22. **Teachers use a good range of teaching strategies.** The wide range of teaching styles helps all pupils to learn. Some good and very good direct teaching provides pupils with clear explanations backed up by good illustrations. The use of individual 'whiteboards' is very helpful in lessons in making sure that all children are fully engaged all the time. The bold and exciting step of using interactive whiteboards in classrooms is already leading to very high quality teaching. This use of technology is opening up a whole range of opportunities that motivates pupils and teachers alike.
23. **Homework is very well used.** Homework is regularly set and this supplements the work in lessons. It is made even more effective by the good information given to parents about how they can help their children at home. This is particularly the case with the 'maths packs' that are sent home with ideas and equipment that parents can use with their children.
24. **Very occasionally not all the needs of pupils are fully met.** In a small number of lessons with Years 2 and 3 the needs of all pupils are not fully met. Occasionally, higher attaining pupils are not given work that is sufficiently challenging or the lower attaining pupils, including those with special educational needs, struggle with work that is too difficult.

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

25. The school provides a good curriculum that meets the need of the great majority of pupils. There are some aspects of the curriculum that are very strong and make a significant contribution to the life of the school. This is an improvement on the last inspection. All pupils have equal access to all that the school offers.
26. **The curriculum is broad and balanced and takes full account of all the requirements of the National Curriculum and RE.** The school is particularly successful at making strong links across subjects and this brings the curriculum alive and makes it relevant for pupils. There are good links between ICT and literacy, between ICT and art and between literacy and music. Key skills are also very evident in different subjects; particularly strong is the emphasis given to speaking and listening and using literacy skills, including writing. The school is making good use of the two national strategies for teaching literacy and numeracy and is skilfully adapting these to meet the needs of mixed-aged classes.
27. **Pupils with special educational needs are generally well supported.** Pupils with learning difficulties are given extra help, either through working with learning assistants or special needs teachers. They ensure that the work that the pupils do meets their needs. Very occasionally, in whole-class lessons the work these pupils are given is too demanding and they struggle to make much progress.
28. **The creative arts are particularly strong.** This is a very important dimension of the curriculum and culminates in whole-school productions that seem to involve every member of the school community. The theatrical production embodies the spirit of the school and both develops and expresses the family ethos that is at its heart.
29. **There is a very full and effective programme of personal, health, social and moral education (PHSME).** This extends throughout the school and includes the

very youngest children who are currently working through a new programme focusing on looking after themselves. The programme complements many incidental activities that contribute to pupils' very good personal development. In many lessons pupils work collaboratively, they take responsibility for each other with the older pupils helping the younger ones at lunchtimes and playtimes. The strong 'family atmosphere' of the school is remarkably successful in helping all pupils to grow and mature.

30. ***There is an excellent range of extra-curricular activities.*** The range of opportunities includes music, sport and chess. The local community is particularly involved in helping to provide a good range of sporting opportunities through coaching and through the involvement of the local secondary school. There is also a good range of visits, including residential, that both make learning more interesting and contribute to pupils' personal development, for instance the visits to pantomimes and the ballet are worthwhile cultural experiences. Very good spiritual development is promoted through art, music and work on the environment.
31. ***Pupils are well prepared for life in a diverse society.*** In RE pupils study a range of world faiths and displays around the school provide a constant reminder of the multicultural nature of society. The school is also developing world-wide links to countries as diverse as Nigeria and France. Subjects such as geography and art also contribute to pupils' appreciation of a wider world. Working with students from the local secondary school, the oldest pupils have explored issues such as racism and inequality through drama, poetry and prose.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Pupils' care and welfare is of the utmost importance to all adults in the school. All staff know pupils extremely well and give very good support and guidance throughout the school day. This aspect was reported on very positively at the time of the last inspection; it remains a strength of the school.
33. The very youngest children are carefully introduced to school to ensure a smooth and secure start. The oldest pupils are equally well prepared for their move to secondary schools at the end of Year 6.
34. ***The school pays close attention to matters of health and safety and pupils' welfare.*** Qualified first aiders look after pupils well after minor accidents and parents are kept informed if concerns arise during the school day. The premises are checked regularly for any potential safety hazards. Much thought has already been given to keeping pupils safe during the redevelopment of the canteen area. 'Playleaders' have received training to ensure high quality care continues during the lunchtime period. The organisation of playground activities and use of small equipment ensures a good experience for everybody. The school has appropriate procedures in place to ensure safe use of the Internet.
35. ***Procedures to encourage good attendance are excellent.*** The school is diligent in its efforts to ensure regular attendance by all its pupils. 'First day' calls are made when a child is absent if no message has been received from home. The school has clearly communicated its expectations and the importance of regular attendance to parents. Careful recording of absence and close monitoring of pupils' individual records help the school to liaise effectively with the educational welfare officer when families need support to improve a child's attendance.

36. ***There are very good procedures, consistently applied by staff, to promote good behaviour and eliminate any inappropriate behaviour.*** Procedures are well established and well known by the school community. The 'golden rules' are displayed prominently in classrooms and underpin pupils' understanding of what is expected of them. The reward of stickers, which culminate in the award of certificates, motivate children to work hard and behave well. Bullying is taken seriously and dealt with promptly on the rare occasions it does occur. The school is not complacent in this matter and takes action when required. Child protection procedures are well organised, known by staff and fully meet requirements.
37. ***The school actively promotes children's safety outside of school.*** The school provides a number of opportunities to protect children from the hazards they might face outside of school. For example, pupils can take part in cycling and pedestrian training and are fully involved in the 'safer routes to school' project. They learn about the importance of healthy living – healthy eating and regular exercise are promoted strongly.
38. ***The procedures for assessing pupils' progress are good and generally well used.*** There are good systems in place to track pupils as they move through the school and the records are well used to group pupils and identify those who may need more help. The records maintained on pupils with SEN are broadly satisfactory however, there are occasional gaps in the documentation that makes it difficult to consistently track their progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents are overwhelmingly positive about how well the school is led and managed, the quality of education and opportunities provided and how much their children enjoy coming to school. Parents feel encouraged to play an active part in the life of the school and in their children's education.
40. ***Parents receive very good quality information about school events and their child's progress.*** Written communications are of very good quality. The prospectus and governors' annual report are well presented and give parents a good overview of the life of the school. Both documents contain all the information that they should. Parents receive regular newsletters, from the school staff, governors and, more recently, the school council. This keeps everyone well informed about school events and activities. Reports to parents are accessible and accurate and parents feel they are well written. As well as formal consultation evenings each term, there are plenty of opportunities for parents to speak with teachers informally about their child's progress.
41. ***The school regularly seeks parents' views.*** This is a real strength of the communication with parents. Questionnaires are used regularly to ensure the school is meeting parents' expectations. The head teacher conscientiously replies to parents' concerns and explains the school's viewpoint on any issues that arise. The school listens to parents and they in turn appreciate the welcome they receive from all staff.
42. ***Parents are encouraged to play an active part in their child's education.*** Parents receive good information on how to support their child's learning at home. Most parents hear their children read regularly at home, particularly when they are first learning to read and this has a positive impact on the progress pupils make. Parents give their support in many others ways, virtually all of the governors are parents, there is an active Friends' Association and a few parents help with extra-curricular activities.

The very effective partnership with parents has a positive impact on pupils' learning experiences.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school is effectively led. There is a strong sense of direction and purpose that is shared by the headteacher, all staff and the governors. There is a very good balance between a concern to ensure that pupils achieve high standards but also to ensure that the school offers all pupils a chance to develop their particular skills and aptitudes.
44. ***The headteacher gives the school a very firm steer that encourages constant improvements.*** There is a strong sense of teamwork throughout the school and there is a sharp focus by all teachers on the need to evaluate what they are doing. Teachers and their assistants work very well together and their good professional relationships set the tone for the school.
45. ***Responsibilities are well managed.*** All teachers take their responsibilities very seriously and are keen to support colleagues and also to ensure that pupils do well. Good use is made of the information about pupil performance to focus on areas that need further development. For instance, the decision to use more specialist teaching in literacy and numeracy for pupils in Years 4, 5 and 6 was based on information about how pupils were doing. The decision is a factor in the high standards currently being achieved.
46. ***There are regular checks on the quality of teaching.*** Teachers with responsibilities observe colleagues and suggest points for development. This is a key aspect in ensuring the good quality teaching. Just occasionally, there is not enough rigour in the monitoring of the impact that teaching is making on pupils' progress and this results in some variation in teaching across the school.
47. ***The management of the provision for special educational needs has some weaknesses.*** The records maintained on pupils are generally accurate but not all the individual education plans (IEPs) have targets that are sufficiently precise. This means that it is not always possible to assess the progress that pupils have made. Further, the targets are not always realistic when set against the period of time covered by the IEPs is taken into account. For instance, learning half a dozen spellings in six months is not very challenging.
48. ***The governing body fulfils its responsibilities very well.*** The governors are well organised, knowledgeable and take their work very seriously. They are given good information by the headteacher and generally have a firm grasp of the school's strengths and weaknesses. They play a part in setting the strategic direction of the school and are instrumental in seeking improvements in the quality of education.
49. ***There are secure procedures for financial management.*** There are clear systems for ensuring that the school's resources are focused on educational needs. The governors plan the budget carefully; the current large carry forward, for instance, is earmarked for equipping the ICT suite that is soon to be built.
50. ***The accommodation places some restrictions on what the school can offer.*** There is still no dedicated play space for the reception children, although this is about to be addressed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to improve further, the headteacher, working closely with staff and governors should:

(1) Improve the rate of progress for a small group of Year 2 and 3 pupils in writing and mathematics by:

- ensuring that the teaching meets the needs of all pupils.

(2) Improve the provision for pupils with special educational needs by:

- ensuring that the records fully document the progress that pupils make;
- ensuring that pupils' learning targets are realistic and specific;
- making sure that work in whole-class lessons consistently meets the needs of pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	10	4	0	0	0
Percentage	7	41	37	15	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. 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)	92
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.8	School data	0.0

National comparative data	5.4
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National comparative data	0.5
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (93)	100 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (73)	100 (80)	100 (73)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	8	6	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	13	14
Percentage of pupils at NC level 4 or above	School	93 (76)	93 (82)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	11	12
Percentage of pupils at NC level 4 or above	School	64 (n/a)	79 (n/a)	86 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

NB Separate boys and girls results are not included as there were 10, or less than 10, boys and/or girls in the year group taking the tests.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
88	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	5.1
Number of pupils per qualified teacher	18
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	42

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	282,192
Total expenditure	285,065
Expenditure per pupil	2,969
Balance brought forward from previous year	54,381
Balance carried forward to next year	51,508

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	52	42	6	0	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	48	48	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	55	45	0	0	0
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	76	21	0	0	3
The school provides an interesting range of activities outside lessons.	73	24	0	0	3

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

52. Children achieve well and by the end of the reception year are on course to exceed the early learning goals set for their age in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They should meet the goals for physical and creative development. Standards are similar to those in the previous inspection.
53. Teaching in the Foundation Year is good and sometimes very good. Strengths are good planning for the needs of all children and very good subject knowledge, especially in teaching literacy. Added to these is a lively and stimulating approach to working with young children that promotes involvement and enthusiasm for learning. The teacher and her assistant work very closely together. The assistant ensures that key teaching points are reinforced and is very good at making sure that even the very youngest children benefit from lessons.

Personal, social and emotional development

54. Teaching in this area is very good. Expectations of behaviour are high and ways of working are made clear; consequently children know what to do and are eager to comply. They are encouraged to be independent and are very good at settling to tasks and working well without direct supervision. Children move sensibly to individual activities and show good cooperation with others in sharing materials. For example, when making models in a confined space, three children sensibly shared construction materials. Children are developing respect for others, both within the school and the wider community, as a result of good models from adults, resources reflecting a multicultural society and their exploration of world religions.

Communication, language and literacy

55. This area of learning is very well taught due to the teacher's very good subject knowledge and effective planning and organisation. Speaking and listening are effectively promoted building on the good skills children bring with them. Adept questions help children to answer in full sentences and to explain what they mean. The teacher listens carefully to what they have to say and encourages good skills in listening to others. Vocabulary development is particularly well promoted in all areas of learning. The teacher uses appropriate language very well so children are confident with using gender free vocabulary such as 'police officer' and are comfortable with terms such as 'consonant' and 'vowel' as they discuss sounds in words. Children quickly pick up new ideas, describing their construction models as 'sculptures' following an art lesson. They enjoy books; one read a simple story appreciating the humour. The teacher encourages good strategies for reading such as predicting what will happen next. Children's knowledge of sounds is developing well and the majority use this to write. A few write simple sentences with full stops.

Mathematical development

56. Teaching is good, providing plenty of practical experience as well as simple ways for children to record what they know. The majority write numerals correctly. Children of

lower attainment make good progress in recognising numerals and matching these to equivalent numbers of objects. Most count up to ten accurately and make good progress in adding groups of numbers in practical contexts. Children use language such as 'one more' to find missing numbers. Alongside the Year 1 pupils in the class, reception children count up to one hundred in tens and fives, developing their ideas of larger number and numbers patterns. They are confident with shape, space and measures, know the difference between full and empty and compare differences in height.

Knowledge and understanding

57. Teaching of this aspect is good. Children develop an awareness of change and the concept of time as they contribute to a class book about seaside holidays past and present. They begin to see how events can be recorded on a time line. They observe some aspects of the natural world, tasting fruit, listening to sounds on a walk and thinking about the dark and sources of light. They think about growth and see how height and age might be related. As well as working on the computer, they learn about other forms of communication such as how pictures and sound carry information. Complex ideas such as different beliefs are approached so that children can begin to empathise with people and events. For example, the children drew lovely pictures of Jesus as a child 'cooling off' on the roof of his house.

Physical development

58. Teaching is good, but children's attainment is not more than satisfactory. The discrepancy between teaching and learning results from lack of opportunity for regular access to an outside space. This will shortly be remedied by a new dedicated play area. The adventure playground helps children to gain confidence in jumping and movement in an informal setting. They are well taught in PE lessons and make good progress in travelling around and through equipment. The children follow the teacher's good demonstration and so improve their skills. Lessons start with good warm up exercises giving those children not yet secure in hopping or balancing on one leg the opportunity to practise these skills. They are encouraged to create different ways to move along benches and to improve their skills in landing from a jump. Individual help for less confident children is good and the more able are challenged. Children learn effectively from watching others and begin to make positive critical evaluations that improve their learning. Most children have good fine motor control, they manage zips, buttons and laces when dressing themselves and use pencils properly.

Creative development.

59. Overall attainment in this area is satisfactory. This is a consequence of restricted accommodation that limits opportunities for teaching and learning. There is a lack of space for equipment such as a painting easel and a suitable area for role-play and outdoor play. The children use the space they have well, but there is no opportunity for more elaborate role-play. They have good skills in using construction materials, expressing ideas and experimenting. Teaching of music is good. In the classroom children join in all the songs, know the actions and can modulate their singing in response to the teacher's direction for loud and soft. They begin to follow signs and symbols, stretching their arms wide for loud music, closer as the music becomes softer. In assemblies they join in very enthusiastically, often managing quite complex lyrics. Most have good pitch for their age. They participate in all the school productions.

ENGLISH

60. There has been good improvement since the last inspection in test results at age seven and eleven. Inspection findings are that Year 2 pupils are attaining above average standards in reading and in speaking and listening but that attainment in writing is average. Pupils currently in Year 6 are attaining well above average standards.
61. Standards in speaking and listening are a real strength of the school. Pupils come to school with good language skills and these are very well promoted. From the beginning, teachers skillfully use questions to encourage pupils to explain their ideas fully. They plan plenty of opportunities for pupils to talk to each other, to try out ideas and to rehearse what they think. In Years 4 and 5 pupils discuss at a sophisticated level. In a lesson about strategies for dealing with inappropriate behaviour, pupils speculated and qualified their ideas, taking into account what others had already contributed. By age eleven most pupils have a wide vocabulary and express themselves very well in different contexts. They are confident in speaking in front of others and, due to very effective demonstrations of different kinds of language, are able to adapt the register of their speech.
62. Pupils read well at age seven and very well by eleven. Most pupils are very articulate in explaining their preferences for the books they read. The seven-year-olds enjoy reading and are keen to talk about the stories. They are less able to locate information in non-fiction texts; this is not as good as might be expected from their ability to read. Not all are reading books at a suitable level and occasionally lower attaining pupils struggle to read the books that they are given. Older pupils read a wide range of modern literature and are expressive about their preferences. They enjoy fantasy, imaginary worlds and comedy. They are very aware of the different experience gained from film and books, one suggesting that "films have spoilt the magic of the books!" As a consequence of very good teaching they learn to explore a text and are able, for example, to make inferences about the character and habits of Tolkien's 'Hobbit'.
63. The majority of Year 2 write at an average level but a small group has made only limited progress since the beginning of the year and less than might be expected from their ability to read. They write legibly and some use a joined script. They use full stops and capital letters, although not consistently. They write accounts of things they have done and retell stories. However, much of their written work is in the form of answers to questions from workbooks and they have insufficient opportunity to use what they learn in independent writing.
64. At age eleven, most pupils write very well, showing increasing control of different forms of writing from letters to playscripts. Their work is well presented, punctuation is good and pupils understand how to use paragraphs. They apply what they learn in lessons, incorporating vocabulary such as conditionals in pieces of their own writing. They have good note-taking skills and strategies for annotating a text. Pupils wrote very inventive poems, inspired by James Reeves' 'Hippocrump'. They write well in different areas of the curriculum, in history as part of their study of World War 2 they movingly described the plight of evacuees.
65. The quality of teaching and learning is good overall and the teaching of older pupils is very good or excellent. There are variations between classes as teachers' subject knowledge varies and occasionally lessons do not meet the needs of the lower attaining pupils. Consequently, some do not make as much progress as they could. In all classes, teachers manage pupils very well and expectations of behaviour are high.

The quality of marking varies. Most is very good, leading pupils to the next stage in their learning but some is less helpful and not well focused.

66. When teaching is at its best, it is of very high quality. Teachers have very good subject expertise and, often, remarkable flare for making learning exciting. Teaching ensures that pupils are clear about what they are to learn, with stimulating resources and activities to ensure that pupils meet learning objectives. In a lesson with Year 4 and 5 pupils, the teacher effectively sequenced learning to teach new information, initially getting pupils to understand, then putting this into practice orally and subsequently in written form. In a lesson to improve pupils' understanding of temporal connectives in explanatory texts they first made lists and next took turns using an interactive white board to describe illustrations of 'Wacky Inventions'. The teacher intervened to encourage pupils to use more suitable connectives. Finally, with the aid of a well-designed worksheet, pupils wrote explanations of their own 'Wacky Inventions' that they had drawn as homework.
67. The subject is well managed. The monitoring of teaching has resulted in some improvements, the specialist teaching in Years 4, 5 and 6 for instance makes a big impact on standards. Not enough is currently done to support some lessons with Years 2 and 3.

MATHEMATICS

68. Pupils achieve well in mathematics due to the good quality teaching. In Years 4, 5 and 6 pupils achieve very well and reach high standard because the specialist teaching in these year groups is very beneficial.
69. By the time pupils leave the school they have a very good range of numeracy skills they can use to solve problems across different subjects, for instance when using spreadsheets in ICT. Pupils work very comfortably with high numbers and use the four operations very confidently. They understand how numbers work, being familiar for instance with fractions, decimals and percentages and also have a good grasp of other aspects of mathematics including shapes, measures and data handling.
70. The current seven-year-olds are currently working at broadly average standards. They benefit from some good direct teaching that includes clear explanations, backed up with illustrations, which help them to understand key teaching points. However, the opportunities opened up by the teaching are not always built upon in a sustained way. Too often pupils go on to new things before coming to grips with what they have been taught previously. Year 3 pupils are working at a good level, often above the standard usually found. Again they benefit from some good direct teaching but some of the higher attaining pupils are not sufficiently challenged and this is slowing their rate of progress.
71. In Years 4, 5 and 6 numeracy lessons are sharply focused and move along rapidly. Often within the first ten minutes of a lesson, pupils find themselves solving problems, learning about ways of calculating and completing a timed tables test that encourages them to develop very rapid recall of number facts. High expectations are very evident and this keeps pupils on their toes; they are constantly thinking and constantly being challenged. The teacher is very determined that children will explain how they have arrived at particular answers and uses what pupils say to explore and illustrate ways of calculating. In these lessons, with the oldest pupils, there is a real buzz of activity and a great ethos for teaching and learning. Pupils are carried along by the teaching and remain fully engaged throughout the lesson.

72. The subject is well managed. Good use is made of the information about how well pupils are doing to identify priorities for development. The decision for one teacher to teach the two classes of older pupils is a good one and soundly based on how pupils were achieving. There are good assessment arrangements in place so that teachers know how well pupils are doing.

SCIENCE

73. Attainment by the end of Year 2 is in line with national expectations and standards exceed these expectations by the end of Year 6. This maintains the standards found in the previous inspection. National tests show a very positive picture, with pupils achieving at a high standard by the end of Year 6.
74. Pupils make a good start in science. At an early stage they name parts of the human body and discriminate between different sounds or tastes. They know some sources of light and begin to carry out scientific investigations, as when they compare the height of pupils of different ages. By the age of seven pupils recognise simple electrical circuits and know that some objects are sources of light while others reflect light. They are very interested in science and respond thoughtfully to questions about man-made and natural objects. In a lesson about rocks, pupils carefully examined a range of rock samples and discussed how they were formed using information gained during the lesson. However, work is not always suitably matched to all pupils' needs, particularly for Year 3 pupils, and some recorded work remains unfinished.
75. Pupils make very good progress through their last three years in school. They record observations systematically and make effective use of tables and charts to record the results of experiments. They respond positively to comments in their workbooks, by completing unfinished work or demonstrating their understanding. By the time they reach Year 6 pupils have a very good command of scientific language. Most identify parts of a flowering plant and explain their functions. They describe how devices work on different types of electrical circuits and higher attainers describe the molecular shape of solids, liquids and gases.
76. The curriculum is broad and balanced and includes regular opportunities for investigative work and experiments, such as that to establish whether air has weight. Teaching is at least satisfactory, and very good where specialist teaching is used with Years 5 and 6. In these lessons pupils respond very positively to challenging and rigorous questioning, expectations are high and work is reinforced by regular homework. Real enthusiasm for the subject is engendered in a lively and stimulating atmosphere and pupils concentrate well and are expected to work hard.
77. Resources are appropriate and easily accessible, with a good range of reference material also available. The subject is well led, with support provided for planning and assessment. Currently, the use of ICT in science is under-developed. The school is aware of this and the subject is a focus for development in the forthcoming months.

ART AND DESIGN and DESIGN AND TECHNOLOGY (DT)

78. Only one art lesson was seen and this was very good. The work on display, teachers' planning and pupils' attitudes to the subject indicate at least overall satisfactory teaching. The quality of art work is in line with expectations. The subject is well

managed, it has a high profile in the school and adds to pupils' cultural and social development.

79. Art is linked to different subjects, for instance through illustrating stories, drawings in RE and generating pictures through ICT. There is an emphasis on drawing skills that develop well as pupils move through the school. In particular self-portraits show a clear development from the youngest to the oldest pupils. The portraits by the youngest pupils are expressive and moody and are subjected to critical evaluation such 'I like the freckles ons painting' There are also some good imaginative paintings based on 'What you can see in the dark'.
80. Some of the work of the nine and ten-year-olds is above expectations. There are finely observed drawings and very exciting abstract designs based on natural objects such as shells and plants. The oldest pupils have done some very keenly observed drawings to accompany their writing on inequality. The teaching of the nine and ten-year-olds is demanding and knowledgeable. As in many lessons, there is a sharp emphasis on the key vocabulary of the subject so that, when discussing a series of still lives, children used terms such as tone, shade, texture and shape. The teachers ensured that pupils clearly understood the meaning of the terms so they were able to evaluate their own work using similar terms.
81. No DT lessons were seen during the inspection, but evidence from work, displays and discussion with pupils, indicates that attainment is in line with national expectations throughout the school. This is a similar situation to the previous inspection.
82. Pupils in Years 1 and 2 design playground apparatus and use construction kits to make vehicles. They learn simple stitches and experience weaving. They make puppets and, as they progress, successfully design and make picture frames and explore how air power, in the form of a balloon, can open and close a box. They enjoy the tasks and talk about their work enthusiastically. Occasionally some tasks do not provide sufficient opportunities for the pupils to suggest changes or make choices based on personal preference.
83. There was less evidence of DT work in Years 3 to 6, but pupils have recently evaluated different types of bread and have then designed and made their own bread, with evident success and enjoyment. Although the scheme of work provides a range of experiences, there was little evidence of work in mouldable materials or in powered mechanisms, and pupils' understanding in these aspects is more limited. Pupils' understanding of materials, components and their evaluation of processes are not as well developed as their skills in food technology and textiles. Little use is made of ICT in this subject.
84. Resources are adequate and well-organised. Health and safety issues are taken seriously. The subject has been identified by the school as a priority for development.

HISTORY and GEOGRAPHY

85. Judgements are based on a small sample of lessons, together with discussion with staff and pupils, scrutiny of work and displays. This indicates that, as at the time of the last inspection, standards remain in line with national expectations by the end of Year 2, and exceed them by the end of Year 6. The quality of teaching is good.
86. Pupils in Years 1 and 2 make a good start in these subjects. Younger pupils are interested in how holidays have changed since their grandparents were children and

can remember some of those changes. They are well supported by careful recording of their comments and opinions by the teacher. The pupils' enthusiasm is characterised by their good responses in lessons. In a lesson for older pupils about the Ancient Egyptians, they remembered the meaning of words such as 'artefact' and 'hieroglyphics' from a previous lesson. Well-prepared and plentiful resources also aroused the pupils' interest and curiosity. However, this enthusiasm is not reflected in the quality of recorded work, which is not always suitably matched to all pupils' needs.

87. By the end of Year 6, pupils have made good progress. Lessons are stimulating and challenging, and focus on exploring issues rather than memorising facts. In a geography lesson, the proposal that the local high street should be closed to traffic led to a lively debate with pupils expressing wide-ranging views that were backed up with well-argued evidence and opinion. Pupils have a good grasp of geographic language, and understand terms such as 'services' and 'amenities'. This good knowledge of the vocabulary of these subjects is due to the importance given to it by the teachers in their planning and teaching.
88. These subjects are taught effectively through work on particular themes. This means that pupils do not repeat the same work as they progress through the school. The most effective teaching provides thought-provoking issues for pupils to consider and is also evident when there are regular checks on learning. Here, perceptive comments encourage further effort or explanation. Pupils gain a sense of the passage of history through 'timelines' displayed in class. They learn how to research for information from a variety of sources, including the Internet. Studies in the locality of the school, such as the study of the Winford Brook, are contrasted with other places. The school has links with a school in France, and is now developing a similar connection with one in Nigeria, these links contribute to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

89. The picture of ICT is a positive but varied one. The standards in some aspects of the subject are well above those usually found, as they were at the time of the last inspection. However, in some aspects of the subject pupils do not have enough opportunity to achieve as much as they could.
90. The national expectations of the subject have risen since the last inspection and the school has done well to maintain the standards given the limited resources it has had available. ICT is given a high profile in many lessons and there are examples of ICT work that genuinely go across the curriculum in exciting and innovative ways.
91. No specific ICT lessons were seen but pupils' work and teachers' planning indicate that teaching is at least satisfactory and some is clearly good or very good. For instance the pupils in Year 1 make a good start on becoming familiar with computers, they practise their skills with the mouse, they become familiar with using pictures with some writing, they learn to drag images when they are 'dressing Teddy' and they print their own work. Their books indicate good teaching; key skills are introduced in a carefully progressive manner so that children build a good base for the future.
92. The oldest pupils do some very exciting work using digital photography. As well as recording school events or aspects of their work, for instance the 'stream dipping' with a visitor; they also produce their own multi-media presentations. The latter is a wonderful example of linking a range of subjects: the short animated films made by some pupils involve art, literacy and music as well as ICT skills. A remarkable degree of collaboration is required by a group of pupils to produce the final film. The results

are impressive and well above those normally found. This is because of adventurous, bold teaching that is willing to take risks and explore technology in a variety of situations.

93. An ICT suite is about to be built at the school and this should ensure that pupils have more opportunities to learn about all aspects of the subject. Currently, pupils do not learn about the 'control' aspect of the subject although this is included in the curriculum and will be covered when the suite is open.
94. The subject is well managed; the co-ordinator is knowledgeable and enthusiastic and he passes this on to colleagues, all of whom are confident in using ICT. Parents also contribute to the subject, for instance one was introducing emailing to seven year olds, using the opportunity presented by a member of the staff being in Australia.

MUSIC

95. The standard of music is very high, which is very good improvement since the previous inspection. This is a consequence of some very talented teaching and the high profile that singing has in the school. Much of the music used in lessons is written by the co-ordinator and has enormous appeal for the pupils. Performances play a large part in the school year and are produced to a high level and recorded semi-professionally. The themes of the productions are carefully chosen to help pupils think about values and beliefs. A song such as 'Tall' helps pupils to come to terms with their feelings about growing older. Considerable care is taken to involve all pupils, including the youngest and those with special needs. Parts may be written specifically for gifted pupils or for a pupil who has problems with pitch for example.
96. In addition to singing, pupils can learn to play string instruments, keyboard and guitar and there are two recorder groups. The choir is very well attended and adds considerably to the quality of singing in the school. Through assemblies and lessons, pupils are introduced to the music of composers such as Saint-Saëns and Mussorgsky. Very good links are made with other areas of the curriculum such as art and ICT. Pupils illustrated their responses to Mussorgsky's 'Pictures at an Exhibition' by operating a four track tape recorder to fade in music to readings of their written work. They are involved with the technology of recording performances. Music makes a strong contribution to all aspect of pupils' personal development.
97. No music teaching was seen in Year 2 but the quality of singing is above average. The specialist teaching in Years 4, 5 and 6 is consistently of very high quality, much of it excellent, and therefore pupils reach well above average standards, especially in singing.
98. Lessons are well planned to achieve the learning objectives. Warm-up exercises are fun and challenging. The teacher integrates musical terms such as 'pitch' and 'tempo' into the activities so these become familiar. He creates very good attitudes to learning so pupils organise themselves into groups, select percussion instruments and quickly start to compose. The teacher who helps them rethink and improve their ideas effectively extends their thoughtful discussions. Consequently pupils make very good progress and by Year 6 they read and play a complex rhythm grid composed previously. They make links with other aspects of learning. They are encouraged to relate a recording of 'Pacific 231' to the poem 'Night Mail' by W.H.Auden which they have been reading. Pupils make very good progress in their knowledge of music structures and terminology. When they sing, their intonation, pitch, rhythm and

expression are very good. They respond particularly well to the mood created by the melody and lyrics.

99. The co-ordinator has a pivotal role in the school and has helped to raise the standard of teaching through demonstration lessons as well as his own specialist teaching and clubs. The school has good links with the community; pupils perform at the local secondary school and at Bath Abbey.

PHYSICAL EDUCATION (PE)

100. Pupils enjoy this subject and make good progress. By the end of Year 2, pupils achieve the standards expected for their age. Even the younger pupils are aware of the importance of warm-up activities and they follow instructions well when changing from one activity to another. In gymnastics, most perform movements with good control and respond creatively when challenged to find different ways to move across apparatus. In an outdoor lesson at the start of the day, pupils responded quickly and sensibly to instructions and improved their throwing and catching skills effectively in a quick-fire session.
101. Standards by the end of Year 6 are above those expected nationally. This is an improvement since the previous inspection. In the one games lesson observed, pupils responded enthusiastically to the teaching provided by a specialist instructor, demonstrating good precision and control in basketball skills and a developing understanding of tactics. They knew sporting vocabulary, such as 'chest pass', and most were able to shield the ball with their body to avoid an opponent reaching it. All pupils, including those with special educational needs, made good progress and showed high levels of co-operation.
102. The school provides a wide-ranging curriculum. All pupils have swimming lessons for part of the year and gymnastics, dance and games are timetabled regularly. Opportunities for adventurous outdoor activities are provided at an annual residential visit. The scheme of work is supported by the use of the national initiatives 'TopPlay' and 'TopSport'. A good amount of time is allowed for the subject. The quality of teaching is consistently good. Two staff have qualifications in the subject, which is unusual in a school of this size. This expertise is augmented by the regular use of specialist instructors, who also provide some of the impressive range of extra-curricular sporting activities available to the pupils. Parents are also involved in some of these activities. Nearly all pupils attend at least one of these clubs.
103. The school has well-developed links with two professional rugby and cricket clubs; and teams regularly and successfully take part in sporting competitions, both locally and at district level. Good use is made of the limited space on site and the village hall is hired to provide a larger space for dance and gymnastics lessons. Provision for PE is very good; and the school is awaiting the outcome of its application for Activemark, a national quality standard for the subject.

RELIGIOUS EDUCATION (RE)

104. Standards are broadly average by the end of Year 2 and Year 6 and the subject meets the requirements of the locally agreed syllabus. No lessons were seen, but pupils' work and displays indicate a satisfactory teaching of the customs and beliefs of world religions. More recent work by Year 6 pupils shows improvement in the depth of their understanding.

105. The most positive aspect of teaching emphasises the need for empathy with others. This is evident in the drawings and writing of Year 1 pupils who are learning about Jesus' life as a child. One of the Year 2 pupils wrote in the first person about the Three Wise Men, conveying excitement about what it was like to arrive at the end of the journey. Year 6 pupils show increasing awareness of humanity and concern for others.
106. Some of the teaching is overly dependent on pupils colouring pictures and copying texts. However there are also opportunities for pupils to write independently and to relate what they have learned to their own experience. For example, Year 4 and 5 pupils know the eight rules of Buddhism and decide which they would chose to follow and why. Year 6 pupils show evidence of research, looking at the origins of the Bible, the languages in which it was written and where it was found.
107. By the age of eleven pupils have studied aspects of Hinduism, Judaism, Islam and Christianity. They have also observed customs and traditions such as the Chinese New Year, Sukkot and Diwali. The churches of Chew Magna are used to develop understanding of the different denominations in the Christian religion.