

INSPECTION REPORT

BLAGDON PRIMARY SCHOOL

Blagdon, North Somerset

LEA area: North Somerset

Unique reference number: 109091

Headteacher: Mr P Packwood

Reporting inspector: Ms A Coyle
20603

Dates of inspection: 16 – 18 September 2002

Inspection number: 246869

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Bath Road Blagdon North Somerset
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs M Kaye
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Ms A Coyle	Registered inspector	Science Art and design Design and technology Foundation Stage	How high are the standards? How well are the pupils taught? How well the school is led and managed What should the school do to improve further?
9769	Mrs M Morrissey	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?
20815	Mrs P English	Team inspector	English Information and communication technology Physical education Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
20614	Mr D Kimber	Team inspector	Mathematics Geography History Music Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blagdon Primary School is situated in a rural community in North Somerset. It serves the surrounding area, which consists mainly of owner-occupied properties. The school is much smaller than other primary schools nationally and the number of pupils on roll has remained steady over the past few years. There are 94 girls and boys in the school, including 16 children in the reception class. Children are admitted to the school in the year of their fifth birthday, and attainment on entry is above average overall. Very few pupils are from ethnic minority families and all speak English fluently. Fewer than one per cent of pupils are known to be eligible for free school meals, which is well below the national average, and a lower than average figure of ten per cent have been identified on the register of special educational needs. No pupils have statements for their needs.

HOW GOOD THE SCHOOL IS

Blagdon Primary school is a satisfactory learning environment in which pupils attain good standards overall by the time they leave at the end of Year 6. The teaching is good overall and the new headteacher is beginning to provide appropriate leadership so that satisfactory value for money is obtained.

What the school does well

- The oldest pupils in the school achieve good standards in English, mathematics and science by the time they leave Year 6.
- All pupils have good attitudes to school. They behave well and show good personal skills.
- The quality of teaching is good overall. The National Literacy and Numeracy Strategies have been implemented well to the benefit of the pupils.
- The curricular provision is supplemented well with a wide range of extra-curricular activities.
- Pupils' moral and social development is promoted well.
- The school has good partnerships with its parents and local schools.

What could be improved

- The headteacher, subject co-ordinators and governors do not monitor and evaluate the provision rigorously or take enough effective action to tackle weaknesses.
- The school improvement plan is not sufficiently focused or detailed enough and it is not securely linked to financial planning to give a clear focus for future improvements.
- Assessment information is not used well enough to guide curricular planning or ensure that there is a suitable distribution of time given to all subjects areas.
- The accommodation is poor and there are too few resources for learning.
- Levels of attendance are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. Since then, the school has emerged from a period of instability due to significant changes in staffing and leadership. It has also had several new governors, and there have been difficulties with the poor state of the buildings, which have not been rectified. These shortcomings have slowed down the rate of improvement, which has been unsatisfactory overall and led to the current significant weaknesses in the school. Nevertheless, curricular policies and schemes of work have been developed and are now satisfactory. The procedures for assessing pupils are better than they were four years ago, although they are not yet used sufficiently well to guide curricular planning. The roles of some

of the co-ordinators have been re-allocated recently, but there is still more to be accomplished in developing their monitoring and management of individual subjects. Standards of attainment have been maintained to the extent that pupils currently attain good standards by the time they leave, and the most capable pupils do well, but there was a noticeable dip in standards in 2001 at the end of Year 6. However, the most recent results of the national tests for 2002 show that standards have risen again. A few improvements have been made to the provision for the youngest children in the Foundation Stage, but this is still an area for further development because there are too few toys and items of play equipment for them to use. Overall, the school has reasonable capacity for further development because the staff, governors and parents are keen to work together to improve the provision, and the teaching is good. However, the lack of support from the local education authority has hindered progress.

STANDARDS

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

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

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

The above table shows that standards of attainment were below the national average in English, and well below average in mathematics and science in 2001. Trends show a variable picture since 1999, with the school's results for 2001 well below those of similar schools in English and science. They were amongst the lowest nationally in mathematics. However, due to the small numbers taking the tests, the high numbers of pupils who joined and left the year group and the significant proportion of pupils with special educational needs last year, the results were not as high as in other years. The inspection evidence does not concur with these results and shows that by the time they leave the school at the end of Year 6, the current group of pupils achieve good standards in the core subjects of English, mathematics and science. They achieve sound standards in all other subjects of the curriculum. Although the school did not meet its targets in 2001 in these subjects, it has met them this year. The national comparative figures are not yet available, but the school's results for 2002 show that pupils of all abilities did well in the standardised tests, with a significant rise in the standards attained in all three core subjects.

At the end of Year 2, the standards attained in 2001 were well above the national average and amongst the highest five per cent overall when compared with the results of similar schools in reading, writing, mathematics and science.¹ The latest results for 2002 show similarly

¹ ON LEVELS:

By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

By the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

good standards overall. The inspection evidence concurs with this positive picture and confirms that pupils in Year 2 currently achieve good standards in these subjects and sound standards in all other subjects.

The youngest children in the Foundation Stage enter the school with above average attainment and make sound progress in their learning. They exceed the Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development by the time they reach the end of the reception year.²

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show interest in their work and are keen to be involved in activities.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and at play.
Personal development and relationships	Good. Pupils relate well with each other and have good personal skills.
Attendance	Unsatisfactory. Levels of attendance fell well below those of other schools last year, although it has improved slightly since then.

Pupils' attitudes, behaviour and personal development are strengths of the school.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. Of the 30 lessons observed, teaching was good, or better, in over four out of every ten. This represents an improvement since the last inspection and accounts for the steady progress taking place and the good standards achieved by pupils. Overall, the teaching of basic skills in literacy and numeracy is good. Teachers use the limited resources well to motivate and interest pupils. Support staff are deployed well and teachers make sound references to pupils' previous learning when planning lessons.

² **ON EARLY LEARNING GOALS:** From September 2000, QCA (Qualifications and Curriculum Authority), has introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year in the areas of learning: language, literacy and communication; mathematics; knowledge and understanding of the world; creative development; physical development; and personal, social and emotional development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad curriculum that includes all subjects of the National Curriculum, and religious education, for pupils in the infant and junior classes and the areas of learning for children in the Foundation Stage. However, the balance of time allocated to subjects is too variable.
Provision for pupils with special educational needs	Satisfactory. The school responds to the new Code of Practice. ³
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Pupils are provided with good opportunities for developing their moral and social awareness. Their spiritual and cultural development is promoted appropriately.
How well the school cares for its pupils	Satisfactory. The school takes care of its pupils within a supportive learning environment, but assessment information is not used well enough to plan the curriculum.

The school works in good partnership with parents. A wide range of extra-curricular activities enriches the curriculum, and good provision is made for promoting pupils' moral and social development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Following a period of instability, the school's newly appointed headteacher is now beginning to provide appropriate leadership and he is supported well by the staff.
How well the governors fulfil their responsibilities	The governors are keen to be involved with the work of the school. The chair of governors has been particularly supportive to staff throughout the changes that have taken place. However, the strategic management and the school improvement plan are unsatisfactory.
The school's evaluation of its performance	The school regularly evaluates pupils' achievements, but the monitoring and evaluating of teaching and learning are not secure and the co-ordinators do not monitor subjects sufficiently well.
The strategic use of resources	The school's finances are not linked well enough to the improvement plan and there are too few resources for learning.

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

The hard-working members of staff are key factors in the standards achieved by pupils. However, the accommodation is poor because there are many problems with the buildings, such as leaking roofs and windows. The new headteacher and governors have correctly identified these shortcomings for urgent improvement, but they are still waiting for the local education authority to take much needed effective action. Although the school applies best value principles in the purchase and use of resources, there are too few resources generally, especially for the Foundation Stage, science, art and design, design and technology, geography, history and physical education.

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. • Teaching is good. 	<ul style="list-style-type: none"> • Inconsistent amount of homework.

The inspection team agrees with the positive views of the parents. Children enjoy coming to school and are keen to do so. The teaching is good. The inspection evidence does not agree with parents' comments regarding homework. It finds that the amount of homework given to pupils is appropriate to their age and ability.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards are similar to those found at the time of the last inspection and are currently above the national expectations by the end of Year 6 in the core subjects of English, mathematics and science. Children enter the reception class with better skills than those of most four year olds in other schools. They make sound progress and exceed the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Children listen well to adults and to each other, sharing toys and games willingly. They speak clearly and write well, spelling their names correctly, and some read simple non-fiction books confidently. Many count well beyond ten and all children know the names of two-dimensional shapes such as squares, triangles and circles. They use computer programs with confidence, especially when matching shapes and counting numbers. All children are tolerant of one another and children with learning needs are integrated happily with their peers. The good teamwork amongst staff helps children to thrive in a happy environment.
2. In English, pupils' performance at the end of Year 6 in the 2001 National Curriculum tests was below the national average. Their performance, in relation to that of pupils from similar schools, was well below average; only 64 per cent attained the expected Level 4 although 46 per cent attained the higher Level 5. These results show that the school did not meet its targets for 2001. In contrast, pupils' performance in reading and writing at the end of Year 2 was well above the national average and that of schools with pupils from similar backgrounds. All pupils attained the expected Level 2 in both areas, with 71 per cent at the higher Level 3 in reading and 36 per cent at Level 3 in writing. Trends show that the results for pupils in Year 6 have varied since 1998 due to pupil mobility, but pupils in Year 2 have done consistently very well in reading and writing. The inspection findings largely concur with these results and show that pupils are currently achieving well because basic literacy skills are taught carefully across the curriculum, with good use of computers to help them extend their learning. Standards of handwriting and the presentation of work are variable, however, although the school has identified the need to improve writing.
3. In the 2001 national tests for mathematics, the results were well below the national average and very low compared to those of similar schools at the end of Year 6. The school did not meet its targets as only 55 per cent attained the expected Level 4 and 27 per cent attained the higher Level 5. Conversely, at the end of Year 2, 100 per cent attained Level 2, and 79 per cent attained the higher Level 3. This was well above average in relation to the national figures and the results of similar schools. Although standards for seven year olds have been consistently high over the past four years, the level of performance for 11 year olds has been variable over the period in the national tests. There was a major dip in 2001 when the Year 6 pupils scored lower grades than the results gained as a Year 2 group four years previously would have predicted. The high mobility of pupils into, and out of, school during the intervening years had a contributory effect in depressing the overall standards of results in 2001. Standards have now improved and the inspection findings show that they are currently above average for the pupils at the end of both Year 6 and Year 2. Basic numeracy skills are taught well and used appropriately across the curriculum, and

- computers are used well to support numeracy. By the time they reach the end of Year 6, pupils perform mental calculations with speed and accuracy.
4. In the science results for 2001 at the end of Year 6, the percentage of pupils reaching the expected level was well below the national average and that of similar schools, with 82 per cent attaining Level 4 and 36 per cent attaining the higher Level 5. However, in Year 2, the teacher assessments indicated that standards were very high in relation to the national figures; 100 per cent attained Level 2 and 79 per cent attained the higher Level 3. The evidence gathered during the inspection largely concurs with these results and shows attainment to be above average compared with the nationally expected levels at the end of Year 6 and Year 2. Pupils make sound progress overall, and literacy skills, as well as numeracy skills and computer technology, are used well to help pupils increase their knowledge and understanding of scientific concepts. For example, pupils use the correct terminology when investigating light sources. The national comparative figures are not yet available, but the school's results for 2002 show that pupils of all abilities did well in the standardised tests, with a significant rise in the standards attained in all three core subjects.
 5. Pupils achieve appropriately in all other subjects of the curriculum throughout the school. Standards are sound in art and design, design and technology geography, history, information and communication technology music, physical education and religious education. Pupils' learning is promoted steadily and subjects are used effectively to link with topics. From the time children enter the reception class, they learn to build on their skills, maintaining progress as they move through the infant and junior classes. There is no significant variation between the progress of pupils with special educational needs and other pupils because they have appropriate targets on their individual education plans to help them focus learning. Girls and boys do equally as well in lessons.

Pupils' attitudes, values and personal development

6. Pupils respond positively to the caring ethos the school provides. They have good attitudes to learning and to their role in the school community. In lessons, even the youngest children in the reception class are confident when expressing opinions and show tolerance and interest when listening to the views of each other. Children are keen to come to school, settle quickly to lessons and are fully involved in their tasks; they sustain concentration and show clear enjoyment in their work and an interest in learning.
7. Pupils' behaviour in lessons and around the school is good. Since the last inspection, the school has undergone a number of staffing changes. However, the standards of behaviour have been improved, especially since the present headteacher was appointed. Parents feel that overall the school is now more settled than previously and on various school trips comments are made frequently about the high standard of behaviour by children of all ages. Pupils understand and observe the code of conduct and absorb the values transmitted to them by teachers and other staff in the school. No issues of bullying were observed and the majority of parents and pupils are confident that any such issues will be dealt with swiftly and sensitively within a no-blame policy. The good behaviour in the school contributes to the improved ethos of learning and is increasing opportunities for pupils' personal development.
8. Relationships across the school are good; pupils have a genuine respect and affection for their teacher, which is reciprocated. This creates an environment of care and security where work and learning can progress. Pupils are confident to question

and challenge, and to develop and build good relationships between each other; this happens both through work and play. Good use is made of 'circle time' to talk through problems with children, and all are aware of the school rules.

9. Pupils have good opportunities to develop personal skills through their life in the school. For example, Year 6 pupils organise and run a successful weekly tuck shop, ordering, selling and accounting independently. Through their school council representatives, pupils have played a significant role in improving the playground and have helped purchase play equipment with income from the tuck shop. Pupils display good levels of maturity and social awareness in the way they exercise their responsibility and show pride in explaining how they work together to achieve better resources for their school. The shared reading scheme between Year 1 pupils and Years 5 and 6 is yet another area of responsibility achieved.
10. Attendance figures for 2001 were well below the national average. They have improved slightly, but they are still unsatisfactory. There are a number of contributory factors for pupils' absence, including medical reasons and absence due to parents taking pupils out of school for unauthorised holidays. The school is working hard with the support of the education welfare officer to reduce the rate of unauthorised absence but it is too early in the term to see any significant improvement. The pupils arrive punctually for school and any lateness is recorded and action is taken if this is persistent.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. The quality of teaching is sound overall in the reception class. It is good in Years 1 and 2, and in Years 3 to 6. Of the 30 lessons observed, the quality of teaching was judged to be good in over four out of every ten, and occasionally very good. This is an improvement since the last inspection in 1998.
12. From the time of pupils' entry to the school, to the time they leave, the quality of learning is sound. This is due to a great extent to the good teaching, especially in the core subjects. Lessons are planned with appropriate objectives for what pupils are to learn. These objectives are made clear to the pupils at the start of the lessons and reinforced throughout. This is especially notable in literacy and numeracy where the teaching of basic skills is occasionally very good. Teachers' plans take into account the differing needs of pupils with special educational needs and those of higher ability, but they do not always specify how work will be adapted for pupils in the mixed-year classes. Teachers and support staff work well together as an efficient team, and this has a good effect on learning.
13. Adults involved in the teaching of the youngest children in the school are knowledgeable and patient. They provide a happy, calm environment in the reception class, where all children are valued equally. However, there are too few resources for imaginative play in the home corner and not enough outdoor play equipment. Nevertheless, teaching and learning support staff work together well to guide children and encourage good learning. Throughout the rest of the school, teachers demonstrate a secure knowledge and understanding of the subjects they teach. Planning successfully incorporates the National Curriculum programmes of study, and all teachers in the infant and junior classes have implemented the recommended lesson formats well for the National Literacy and Numeracy Strategies. Teachers draw well on a wide range of contexts to help pupils learn, although there is a general lack of resources in the school.

14. In English, teachers have a thorough knowledge of the literacy skills the pupils need. Work is planned carefully to build on pupils' skills, and staff use skilful questioning techniques to develop pupils' speaking, listening, reading and writing skills. All lessons have clear learning objectives that are focused well because of the good coverage of the curriculum. The good teaching in the junior classes is a credit to the school, and presents strong models of good practice for colleagues to follow. Literacy skills are taught well across the curriculum; for example, all teachers focus on suitable technical vocabulary in mathematical and scientific investigations. However, not all teachers insist on high standards of written presentation, although the school is currently encouraging better standards.
15. In mathematics, teachers use questioning well to assess and guide pupils' learning. They give clear and supportive explanations, with a focus on technical vocabulary. Teachers put a strong emphasis on developing pupils' ability to calculate mentally at the start of lessons, and they sum up the learning effectively at the end of lessons, with useful plenary activities. For example, the good investigations in Years 5 and 6 helped pupils to achieve well because learning was reinforced constantly throughout the lesson. Effective support is provided for higher-attaining pupils because classes are organised according to pupils' capabilities and the teaching is based on good subject knowledge, step-by-step progression through the lessons and good opportunities for pupils to use and apply their knowledge of number.
16. The strong focus on scientific inquiry throughout the school enables pupils to make sound progress in learning. For example, the good teaching of factual knowledge across the school helps pupils to enjoy well-planned investigations. Lessons are characterised by skilled questioning and direct teaching of technical vocabulary. As a result of the teachers' good relationships with pupils, strong subject knowledge and well-judged references to prior experiments, the pupils' levels of motivation are often good.
17. Classroom management skills are very good overall and teachers use an appropriate range of strategies to interest pupils. Teachers use kindly, but firm, discipline to control pupils and they deploy support staff well to work closely with individuals, offering clear guidance and encouragement to them. Most lessons move along at a good pace and teachers change activities frequently to gain and maintain pupils' interest and attention. An appropriate amount of homework is given and this is marked regularly, but teachers' written comments are often too brief to help pupils improve their work.
18. Teachers meet the needs of pupils with special educational needs well, and they make sound progress in relation to their prior attainment. Teachers involve special educational needs pupils fully in classroom activities, and give ongoing support to them. Learning support assistants provide good support for the pupils, and work well in liaison with the teachers. They also help record the progress of pupils. Pupils have independent education plans, and the special educational needs support teacher works closely with individual pupils to give particular support for literacy.

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

19. The curricular provision for children in the reception class, pupils in the infant class and those in both junior classes is satisfactory overall. The range of documentation in place and the learning activities observed show clearly that pupils enjoy a broad and

relevant curriculum with good provision of extra-curricular opportunities and for pupils' personal and social development. Children in the Foundation Stage are provided with an appropriate range of activities that reflect the recommended curriculum of the Early Learning Goals. These findings broadly reflect those of the previous inspection. The school's ethos shows well the commitment of the staff and governors to provide for all pupils to have equal access to all subjects and aspects of school life. This makes a major contribution to the achievement of all pupils. Suitable policies ensure that the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education are met. However, the school currently has difficulties in meeting the programme of study required for design and technology related to food technology because there are no facilities to provide cooking experience. The governors are confident that this difficulty will be resolved by the end of this term.

20. Through an appropriate range of policies, effective provision is made for pupils' personal, social and health education and teaching time is provided when pupils can discuss personal and social issues common to us all. The governors' policies on sex education and the raising awareness of the misuse of drugs are met through schemes of work for science and health education. These learning opportunities and the consistent sensitive support, given by teachers and support staff, that permeates the life and work of the school, enables pupils to make good progress in their personal development.
21. Overall, the planning of the curriculum to achieve appropriate balance and to meet the needs of pupils in mixed-age classes is satisfactory. There are strengths but also areas to be developed further. For example, in response to the previous inspection findings, a curriculum map is in place that indicates when programmes of study are to be taught, on a two year rolling programme, as pupils move through the school. However, the map does not ensure an effective balance across all subjects. The discrepancy between history and geography provision is an example of this. The agreed allocations of teaching time to each subject are similar to those found in many schools and reflect the importance the school places on developing literacy and numeracy skills. However, where the time allocations are not adhered to when planning timetables, there is a limiting effect on the provision for some subjects. The planning of timetables does not always ensure that the best use is made of available teaching time. For example, the periods set for individual lessons are sometimes too long so that pupils are not able to sustain active involvement. Because the systems of monitoring by subject co-ordinators are underdeveloped, such anomalies go undetected.
22. The school makes good use of the National Literacy and Numeracy Strategies as whole-school schemes of work for English and mathematics. The structure of the National Literacy Strategy is adapted well to meet the needs found in mixed-age and mixed-ability classes. A similar approach to providing for the wide range of needs within mathematics lessons is developing well. The schemes of work developed by the Qualification and Curriculum Authority for science and the foundation subjects have provided a useful base on which to plan appropriate balance and progression within each subject. However, as yet, these have not been fully adapted to meet the particular needs of the school. Teachers prepare medium-term and short-term plans but these are often recorded in terms of an activity to be undertaken and do not always identify what all pupils will know, understand and be able to do by the end of the planning period. Where teachers make links with other subjects in planning, learning opportunities are significantly enhanced. This was well illustrated in, for instance, Class 4's study of life in the Tudor period. Pupils used known literacy skills in the preparation of formal wedding invitations for Henry VIII's marriage to Catherine

of Aragon. In geography, pupils made use of the Internet to research their study of rivers. However, there is insufficient clear guidance to ensure the consistency of this practice. Good use is made of teaching and support staff expertise to enhance provision in areas, such as English and mathematics in junior classes and in information and communication technology throughout the school.

23. There is sound provision for pupils with special educational needs. The co-ordinator, working closely with colleagues and parents, has helped the school to adapt approaches so that provision complies with the new Code of Practice. Class teachers are fully involved in ensuring the early identification of pupils with special educational needs. The positive atmosphere and good relationships in the school promote the effective inclusion of pupils with special educational needs in every aspect of school life.
24. The good provision of extra-curricular activities improves and extends the curriculum for many pupils. Pupils have opportunities to enjoy a range of sporting activities from season to season, such as football, netball and rounders. Over the year, there are clubs for activities as diverse as art, drama, recorder, gardening and computer skills over the year. The school effectively uses opportunities to support pupils' learning through field trips for example to a farm, Winton Woods and galleries and museums in Bristol. The residential visit to Kelvin Court makes a significant contribution to the personal development of older pupils. Similarly, the school tries to broaden pupils' experience through meeting visitors such as a group from the Old Vic, an author explaining what he does and a designer working on the film *'The Lord of the Rings'*. The peripatetic music service provides tuition in a wide range of instruments as varied as keyboard, strings, woodwind and brass instruments. This has a positive impact on the attainment in music and personal development of a significant number of pupils.
25. Links with partner institutions are satisfactory. Pupils meet with neighbouring schools for sporting and music-making activities. The links with the pre-school group are good and make a significant contribution to children's smooth transition into school life. Similarly, suitable arrangements are made with Churchill Community School to ensure that the oldest pupils transfer to the secondary sector with a good measure of confidence. This is particularly so for pupils with special educational needs. Links with the community are similar to those in many schools, with pupils enjoying links with Bristol Rovers' coaching scheme, involvement in the local garden centre events and visiting elderly residents to sing carols. There are, currently, few specific business links.
26. The provision for social and moral development is good and that for spiritual and cultural development is satisfactory overall. However, there is no policy to articulate agreed aims for each area and how they can be promoted directly and indirectly within the life and work of the school. Teachers and support staff encourage pupils consistently to share their ideas and feelings, and unfailingly respect and value them. This support is particularly effective in promoting the self-esteem of those pupils who have special educational needs. The daily act of worship meets requirements. Assembly themes are planned and these times offer the opportunity for pupils to experience a sense of belonging. This was very well illustrated by the involvement of all pupils in the enthusiastic singing of the assembly hymn. In areas of the curriculum such as English, music, history and religious education, pupils have some opportunity to reflect on what they hear and see and to make personal responses. This was well illustrated in Class 2 where pupils shared their ideas on the place that was particularly special to them and could explain why. In a music lesson in Class 3 pupils were encouraged to focus on the sounds of wind and rain to develop mood in their

- performances.
27. The provision for moral development is good. A high priority is placed on this aspect. The whole-school policy on behaviour ensures that rules are practicable, rewards and sanctions are appropriate and that teaching and support staff have a consistent approach and equally high expectations. Throughout the school opportunities are taken to directly teach the accepted criteria for judging right and wrong, honesty and fairness. This is achieved in personal and social education lessons, through assembly themes, by the consistently positive examples of all adults and in discussion of issues as they arise. All pupils are encouraged to consider the consequences of their actions both on themselves and others. Positive behaviour is consistently acknowledged and incidents of unacceptable behaviour are managed discretely and sensitively. This approach is particularly well used in supporting pupils with emotional and behavioural difficulties.
 28. Good provision is made for fostering pupils' social development. This has a particularly positive impact on the progress made by the youngest children and those pupils who have special educational needs. All members of staff show considerable respect for pupils and provide good role models in demonstrating social conventions and how relationships are managed. The day-to-day interaction in class and after school activities supports the development of interpersonal skills well. Pupils' understanding of responsibility is fostered from an early age through their being responsible for returning registers to the office and helping teachers with equipment. Older pupils take on responsibilities for setting up assemblies, taking care of younger pupils at playtime and lunch breaks, and taking on membership of the school council. All pupils develop an understanding of what it means to represent the school in the wider community when on educational visits and taking part in inter-school activities.
 29. The school makes satisfactory provision for pupils' cultural development. Knowledge of their local and national cultures is suitably fostered. For example, in English, pupils experience traditional and modern stories and poetry. In history, they learn about the lives of people of other times and in religious education they begin to understand how the influence of Christianity permeates British heritage. Whilst the teaching of the values, beliefs and customs of other faiths is required by the religious education syllabus, there is limited planning for teaching pupils about the richness and cultural diversity that make up British society today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school cares appropriately for the health, safety, and personal welfare of all pupils. Appropriate emphasis is given by teachers and all the staff to providing an establishment where pupils' personal development is a priority and is supported by a healthy and safe environment. However, there is no staff handbook to ensure consistency in approach by present staff and any new or temporary staff joining the school. Good pastoral care is provided by the class teacher and supported by the head teacher. Pupils are well known to all staff as individuals and are confident they will be given help and support if they need it.
31. Procedures for monitoring and promoting good behaviour are sound. The school's code of behaviour is understood and effectively and consistently used by teachers within the school policy. As a result, pupils are well behaved and this helps create an environment in which lessons can progress without interruption. The school has suitable procedures in place to eliminate bullying and other forms of oppressive behaviour. Parents say that any such incidents are few, but they are confident that

any problems will be dealt with swiftly and sensitively.

32. Procedures for monitoring attendance are satisfactory and well known to staff. This is an improvement since the last inspection, but the information is not included in a policy document. Registers are correctly and systematically marked and monitored for absence and punctuality. However, attendance is below the national average; the predominant reason is medical, and the headteacher is working with the support of the education welfare officer to improve the situation.
33. Child protection procedures are satisfactory. The school has adopted the local authority policy, which is known to the staff. The designated officer has good working relationships with all relevant support agencies and overall this provides sound protection for all pupils, although staff do not have overall guidelines within a school document.
34. Health and safety provision is satisfactory, monitored by the headteacher and the appropriate committee for the governing body. The school does not have a health and safety policy but uses the county policy. Risk assessment is up-to-date and all equipment is well maintained with recorded checks. During the inspection, no new health and safety concerns were noted, other than those identified by the school and which are in the process of being rectified. There are clear notices to support procedures for fire evacuation; fire drills are taken regularly and logged.
35. First-aid provision is appropriate; training is up to date, and current first-aid certificates are held by a designated officer and the majority of other staff. Pupils understand who will help them and how this will happen. Any serious accidents and head injuries are reported to parents and recorded. The school promotes healthy and safe living through an appropriate programme for personal, social and health education, and across the curriculum. The school has good relationships with a range of outside agencies and works successfully with them to secure pupils' welfare.
36. Procedures for assessing pupils' attainment and progress are satisfactory. Each pupil has an individual tracking sheet which records progress as they pass through the school. Within the core subjects of English, mathematics and science, pupils are assessed at the end of each term. This is supplemented by the national assessment tasks at the end of Years 2 and Year 6, and the optional tests for the junior pupils. Whilst these procedures are satisfactory, the use of assessment to guide curricular planning is unsatisfactory because the planning is not adapted to take account of the needs of pupils over time in the mixed-year classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parent's views of the school on the 53 parent questionnaires returned are very good. They feel that children learn well and make good progress. The school sets high standards for behaviour and promotes good attitudes and values. At the parents' meeting concerns were expressed about the decorating and accommodation in the school, and the inspectors support parents' concerns.
38. The quality and quantity of information provided for parents are good. Through a range of methods, including the school prospectus, school policies, consultation evenings, newsletters and full end-of-year reports, there is clear communication between home and school. Parents believe that the weekly letter home is very useful and detailed. All prospective parents receive good information prior to the pupils' entry; this contributes

- to the successful induction to the reception class, helping both children and parents settle quickly into the school community.
39. The governors' annual report to parents gives good information and meets legal requirements. The school prospectus is well presented with necessary and useful information for parents and pupils; this too complies with legal requirements.
 40. The effectiveness of the school's links with parents and the impact of parents' involvement in the work of the school are good. The school works hard to involve parents; it feels that parents are very supportive and contribute to the school whenever possible. This happens through classroom helpers in all areas and particularly with design and technology in the early years, support for school productions, trips, and running after school clubs.
 41. The parent-teacher association gives very good support to the school by raising large amounts of money which help maintain staffing for four, rather than three, classes and also provide a wide range of activities for pupils and parents. Through its good efforts all parents are able to support the school by raising funds; and parents and teachers are able to use the opportunities provided to work together as partners in supporting and improving the overall quality of education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. Since the last inspection, there have been several changes in management and the school has experienced a period of instability after the retirement of the previous headteacher. As a result, the rate of improvement since the last inspection has been unsatisfactory overall. Although there have been some improvements to the provision for information and communication technology, the school has not adequately addressed the key issues identified relating to areas such as the curriculum, the use of assessment and resourcing. Consequently, although the current leadership of the school is satisfactory, there are weaknesses in management, which is unsatisfactory overall.
43. The new headteacher has a good focus on promoting pupils' pastoral development and he is supported well by the staff, who promote the aims and values of the school as set out in the prospectus. However, he has not had enough help from the local education authority to help him develop his management role. In addition, the role of the subject co-ordinators is unsatisfactory because, although there have been a few developments in some areas and co-ordinators have been appointed to manage each area of the National Curriculum, they have not been empowered to guide their colleagues effectively and initiate change. The co-ordinators for English, mathematics and science are effective in ensuring that these three subject areas are given appropriate priority within the school's curriculum, but members of staff are given too few opportunities to monitor the teaching and learning. This has had an adverse effect on the development of the curriculum and the use of assessment. This shortcoming was identified at the time of the last inspection and is still to be rectified.
44. Strategic planning is weak at present because the school improvement plan is unsatisfactory and the governors are not sufficiently aware of the strengths and weaknesses in provision. The new headteacher is keen to improve the school. He has devised a few targets for 2002, but the issues are not prioritised effectively nor extended to provide a long-term strategic overview for the future development of the school, and they are not linked effectively to financial planning. The governing body fulfils its statutory duties appropriately and a number of committees meet regularly to

review different aspects of the school's life and curriculum. School policies are given detailed attention by governors before the staff adopt them and individual governors visit the school frequently. A few governors have undertaken appropriate training to help them fulfil their responsibilities. However, the part played by the governing body in the management of the school is unsatisfactory, and has deteriorated since the previous inspection. There are many newly appointed governors who are keen and willing to become involved in the life of the school. However, governors have not had sufficient training or help from the local education authority to enable them to develop a secure vision for the school or develop long-term strategies. There is no effective monitoring of the curriculum. Statutory requirements are not met to provide a full curriculum for design and technology, although this is due to be rectified when the hall is refurbished to include a kitchen area.

45. The school has an appropriate number of staff to meet the needs of the curriculum. There has been a high turnover of staff since the last inspection. Since then, there have been two headteachers and prior to this the school had an acting headteacher. There is an adequate induction system for staff new to the school and an organised performance management system with linked in-service training. Education support staffing is good, with four classroom staff and two administration officers who all receive training in line with their positions. The recently appointed teachers have benefited from having a school mentor, as well as being released to attend training sessions. However, the job descriptions for staff have not yet been updated to provide clear information about their responsibilities.
46. The management of special educational needs is satisfactory. The teaching assistants are caring and provide good support for individual pupils. The school uses the new Code of Practice effectively and parents and carers are kept informed of the school's activities regarding pupils' individual support. Statutory requirements are met.
47. The school's accommodation is poor and does not enable the full National Curriculum to be delivered, as at this time there is no provision for teaching the food module of design and technology. This has not improved since the last inspection. The school hall is detached from the classrooms and is in very poor condition and poor decorative order. The school is waiting for significant building work to take place to improve this. The detached classrooms, whilst being well cared for, are in poor external condition. One, which has been previously condemned, is still in use. The school has no playing field, but it does have access to the adjacent community recreation field which is used well for physical education.
48. Facilities for children under five are satisfactory overall, but there is still no designated outdoor provision. In the main school building, a number of windows and parts of the roof leak in heavy rain and the accommodation for teaching pupils with special educational needs and for storing resources is unsatisfactory. The level of resourcing across the school is unsatisfactory. The quality and quantity of resources for English and mathematics are satisfactory and the library provision is adequate. The ratio of computers to pupils is good, but the machines in the classrooms are not yet linked up to each other. Most resources are in poor condition, and in many curriculum areas they are insufficient.
49. Financial planning is insecure. The efficient administration and day-to-day financial procedures are appropriate and technology is used satisfactorily to monitor current levels of income and spending. However, subject managers do not have their own budgets and this has led to a general shortage of resources. A major shortcoming in the management of resources is the absence of strategic planning built into the

school improvement plan to enable efficient long-term planning. For example, the proportion of the school budget carried over last year, and that projected for this year, is higher than that for most other primary schools nationally. This is linked, in part, to the aim of maintaining four classes within the school, and parents have chosen to contribute financially to this aim. The governors' finance committee meets regularly prior to the full governing body meeting, as well as on other occasions when necessary. The group discusses and approves items for purchase, and decides whether they provide the best value for money.

50. Effective use is made of specific grants to support new initiatives and increase the opportunities to raise standards for all pupils. The expenditure per pupil is higher than in most schools. On the evidence of the attainment of the children on entry to the school, the educational standards achieved, the good teaching and the positive attitudes of pupils, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The headteacher, staff and governors should:

- (1) Strengthen and develop the leadership and management of the school by:
 - writing a school improvement plan that gives clear educational direction for the long-term development of the school, linked carefully to financial planning;
 - updating the job descriptions for all members of staff;
 - providing more training for the new headteacher and the subject co-ordinators to help them manage more effectively;
 - monitoring and evaluating the curriculum and the quality of teaching and learning more rigorously than at present *;
 - improving the strategic management role of the governing body and providing more training to help them develop their roles.
(paragraphs 42 – 50, 58, 61, 63, 74, 81, 86 and 91)
- (2) Make better use of assessment information to guide curricular planning * and ensure that there is a suitable distribution of time given to all subjects areas.
(paragraphs 36, 50, 69 and 81)
- (3) Seek to improve the quality of the accommodation in partnership with the local education authority, * and increase the resources for learning, especially for science, art and design, design and technology, geography, history, physical education, and for children in the Foundation Stage *.
(paragraphs 37, 41, 42, 47, 48, 63, 69, 74 and 86)
- (4) Raise the levels of attendance.
(paragraphs 10 and 32)

(denotes areas that were identified for improvement during the last inspection, but have not been sufficiently improved.)*

In addition, there are a few minor areas for improvement. These are noted in paragraphs 17, 25, 26, 30 46, 47 and 49, and relate to inconsistent marking, the lack of a staff handbook and

a policy for spiritual, moral, social and cultural development, too few links with business communities and the variable presentation of pupils' work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	10	16	0	0	0
Percentage	0	13	33	54	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	94
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	10

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	6
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

Unauthorised absence

	%
School data	5.5
National comparative data	5.6

	%
School data	1.3
National comparative data	0.5

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (100)	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	Boys	Girls	Total
		2001	*	*

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils At NC level 4 or above	School	64 (89)	55 (78)	82 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils At NC level 4 or above	School	55 (72)	55 (78)	55 (83)
	National	72 (70)	74 (72)	82 (79)

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

* denotes figures omitted due to the small number of pupils involved.

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
0	0	0
0	0	0
0	0	0
0	0	0
3	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
0	0	0
0	0	0
0	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)	5.2
Number of pupils per qualified teacher	24
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	66

FTE means full-time equivalent

Financial information

Financial year	2001
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	£
Total income	269,881
Total expenditure	257,401
Expenditure per pupil	2,829
Balance brought forward from previous year	9,000
Balance carried forward to next year	21,480

Recruitment of teachers

Number of teachers who left the school during the last two years	2.2
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Number of teachers appointed to the school during the last two years	2.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	4	2	0
My child is making good progress in school.	62	34	2	2	0
Behaviour in the school is good.	49	47	4	0	0
My child gets the right amount of work to do at home.	32	55	11	0	2
The teaching is good.	66	32	0	0	2
I am kept well informed about how my child is getting on.	40	53	4	2	2
I would feel comfortable about approaching the school with questions or a problem.	70	25	6	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	53	34	6	2	6
The school is well led and managed.	72	26	2	0	0
The school is helping my child become mature and responsible.	68	30	2	0	0
The school provides an interesting range of activities outside lessons.	75	15	6	2	2

Other issues raised by parents

- Inconsistent amount of homework.

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. The provision for the youngest children in the school is satisfactory overall. Their attainment on entry to the school is, on balance, above average. They make sound progress in all areas. Most of the children exceed the Early Learning Goals by the time they reach the end of the Foundation Stage. The quality of teaching and learning is satisfactory overall, as it is based on appropriate knowledge of the areas of learning and good knowledge of the children and their families. The teaching plans are detailed and show the specific activities clearly related to the Early Learning Goals. A colourful learning environment is created through attractive displays, which show children's experiences in all areas. Good use is made of the resources available, although these are limited, and the learning support staff provide good guidance for individual children. Relationships between the children and staff are good, and there is a caring and supportive ethos.

Personal, social and emotional development

53. Children make sound progress and exceed the Early Learning Goals by the time they reach the end of the Foundation Stage. The development of children's personal and social skills is given a high priority and is promoted well at every opportunity. Children enjoy practical activities and concentrate well on their own tasks in an independent way. They share their equipment happily and work well together on the computer. Children are aware of the difference between right and wrong and they are sensitive to the needs of others. The quality of teaching is good and there are good opportunities for children to learn about their own culture and Christian values and traditional festivals such as '*Christmas*'. Members of staff manage the children well and they encourage respectful relationships within a caring ethos where each individual is valued. However, there are too few imaginative play resources to ensure that these youngest children in the school have opportunities to develop their social skills and an awareness of people from other cultures.

Communication, language and literacy

54. The children make sound progress in communication, language and literacy, and exceed the Early Learning Goals. The quality of teaching is sound, and there are good opportunities for children to listen with enjoyment and respond to poems and songs. The majority of the children speak clearly and enjoy listening to stories. There is good progress in story telling and sequencing activities. Most children are able to write their names and read and write different labels and captions by the end of the reception year. The oldest children use pencils and crayons well and they copy their teacher's writing accurately to form recognisable letters and words. Many children know the letters of the alphabet, and they link sounds to the initial letter in a word. Teachers give children useful activities to promote phonics. Children have appropriate access to a

range of books, and the teaching is supported well by the learning assistants who help and guide the children well. For example, during the inspection children were seen selecting books happily with adult help and using them to find pictures of animals and characters. Children also use the computer confidently to identify characters from stories and nursery rhymes.

Mathematics

55. Children exceed the Early Learning Goals and make sound progress from an above average attainment on entry. Sound opportunities are given for them to take part in a variety of counting activities, and in whole-class mental and oral work. Most children can recognise and record numerals from one to 20, and they can recreate simple patterns. They understand concepts such as '*shorter*' or '*longer than*' and many know the names of circles, squares and triangles by the time they reach the end of the reception year. The quality of teaching and learning is sound. Children are encouraged to apply their knowledge and understanding in practical tasks, which involve simple addition and subtraction. They have good opportunities to play with two- and three-dimensional shapes, and they use them to construct models. The older children are able to sort and match their shapes accurately, and use the language of comparison. Staff make good use of mathematical vocabulary and this has a good effect on the children's use of the vocabulary, including prepositions such as 'behind' and 'in front of'.

Knowledge and understanding of the world

56. A wide range of experiences is offered to the children to stimulate their interests and to develop their knowledge and understanding of the world. They make sound progress and exceed the Early Learning Goals. Children have good opportunities to explore the world through using their senses in a focused way. They manipulate building blocks confidently and with good skills. Some of the work displayed on classroom walls shows good attempts by children in using different materials. They are fairly confident when using the computer and skilled at using the keyboard and the mouse by the time they leave the reception class. The quality of teaching and learning is sound. Children have good opportunities to talk about their homes, families and routes to school. They observe changes in the weather and discuss types of clothes that are most suitable to wear in given weather conditions. There are useful opportunities for them to develop an awareness of the local environment through visits to local places of interest.

Physical development

57. Children make sound progress in learning and the quality of teaching is satisfactory. The children exceed the Early Learning Goals by the time they reach the end of the Foundation Stage because they are supported well in their learning at home by parents. They are able to move with increasing confidence, imagination and control during activities and they have a good sense of space. They have good opportunities to handle small tools, objects and malleable materials safely. The provision for indoor play is sound, but opportunities for outdoor area are limited, because, although there is just enough space for children to play safely, there are too few wheeled toys and other resources for them, and there is no climbing frame.

Creative development

58. The children make sound progress and exceed the Early Learning Goals. They are given a wide range of opportunities to explore their ideas through painting, music, and outdoor play. Children are particularly good at using the elements of colour and shape in their pictures and models. There are plenty of examples of good work, which have been collected together. For example, the colourful paintings that adorn the classroom area show that learning is fun. All adults promote this area of learning well and the quality of teaching is sound. Activities are planned carefully and staff

encourage children to take pride in their finished work. The sound management of lessons helps to ensure that children build well on their skills and knowledge, although there are insufficient resources in the home corner and this limits the opportunities for children to play imaginatively.

ENGLISH

59. The consistently good teaching of English across the school makes a major contribution to the good standards seen in each aspect of this subject. This reflects the findings of the previous inspection in relation to pupils in Year 2. It represents a marked improvement in standards of attainment of pupils in Year 6, since the last inspection, when writing was judged to be unsatisfactory and formed the basis of a key issue. The school uses the National Literacy Strategy effectively, adapting the advice to meet the varied needs of mixed-age and mixed-ability classes. Suitable use is made of specialist teaching so that pupils' needs are met and they are enabled to make appropriate progress as they move through junior classes.
60. Most pupils enter Year 1 with well-established speaking and listening skills. This is clearly illustrated when, dispersing to their groups after a whole class session, pupils know exactly what they must do and start tasks promptly. They speak confidently, using sentences appropriately. Pupils in Year 2 show an awareness of the need to hold the attention of the listener by providing appropriate detail when, for example, sharing their ideas about their 'special place'. They use subject specific vocabulary when talking about their work and readily raise questions to clarify their understanding. In junior classes, pupils respond to open questions with increasing fluency and detail, and show an appropriate understanding of Standard English and when to use it. For example, Year 4 pupils confidently evaluated and discussed their activity in a gymnastics lesson in order to improve their performance. Year 6 pupils readily offered their opinions on a particular book and listened to those of others. Teachers unfailingly value what pupils have to say and place an emphasis on extending their working vocabulary. Pupils have appropriate opportunities to speak in more formal settings such as assemblies and school performances.
61. The above average attainment in reading across the school owes much to the practice of systematically teaching phonics and other strategies to help pupils read unfamiliar words. The ever-increasing range of fiction and non-fiction texts that pupils read and are able to talk about with the teacher in whole-class and guided reading sessions establishes these skills, improves understanding and stimulates interest in an increasing range of genre. A group of pupils in Year 1 enjoyed choosing books for themselves, interpreting pictures and recognising some monosyllabic words and simple sentences. A similar group of Year 2 pupils confidently shared their interest in books and wanted to read aloud. They sound out simple letter strings and have a useful range of words that they recognise on sight. Pupils in Year 2 use the library confidently. In junior classes the direct teaching of more complex letter strings and irregularities is continued. Most pupils in Year 3 read confidently and a significant proportion attain beyond expectations for their age. In shared reading sessions more focus is given to the techniques used by writers when, for example, setting the scene and developing characters. Pupils in Year 4 readily explain their preferences. By Year 6 most pupils effectively read a range of texts and are encouraged to reflect on what they read. Many confidently talk about their reading experiences and find reading an enjoyable leisure activity. They are able to look for meaning beyond the literal and effectively locate, retrieve and use information from books and the Internet.

62. The National Literacy Strategy is used well to systematically develop spelling, vocabulary, basic grammar and punctuation, so that pupils build their writing skills on what they already know and can do as they move through the school. This has a significantly positive impact on the attainment of all pupils and is demonstrated well in regular termly assessment activities to monitor progress in writing. However, a significant minority of pupils do not practise punctuation and spelling skills in day-to-day work. Pupils learn how to structure writing for an appropriate range of reasons through whole-class and guided group activities. By the end of Year 2, they record a set of instructions for cleaning their teeth or getting ready for lunch. They write a report on a visit they made to a farm or their own personal news. Because good links are made with reading texts, these pupils are familiar with how stories are structured, how dialogue can be used in a story and the importance of descriptive language. This enables them to use such phrases as *'turquoise ocean'* and *'rolling yellow hills'* to enhance their creative work. Pupils in the junior classes make suitable progress because the approach continues to be systematic and they are provided with advice on what they need to do to improve. For example, marking includes personal targets and words of advice such as, 'Now try conversation' or 'Try to include a description of feelings'. By the end of Year 4, higher attaining pupils are using chapters and paragraphs appropriately in extended creative writing and attract the reader with openings to a story such as, *'Help, Help, the foxhunters are back'*. There are very good examples of literacy skills being used across the curriculum in subjects such as history and geography. Such opportunities to use and extend literacy skills significantly enhance the provision for all subjects. Work in Year 6 encourages pupils to use words and more complex sentence structure to best effect to capture and hold the attention of the readers. Pictures are conjured up with *'...the waves roll in, a mass of foaming fury'* or *'Try the lift ,I shouted over the roaring fire two floors below'*. In history pupils select information from various sources and combine it into well-structured work that presents main events and identifies reasons for change and the consequences.
63. Handwriting is taught across the school but progress, overall, is unsatisfactory. What is practised in specific lessons is not always reflected in day-to-day work. In contrast, word processing skills are used very effectively in presenting final drafts of pupils' work. The whole area of handwriting and presentational skills lacks the guidance of a comprehensive policy to ensure a whole school approach to this aspect. The co-ordinator has already identified these issues as requiring improvement.
64. Pupils with special educational needs make sound progress towards their individual learning targets because teachers are concerned to plan work that builds on what they know, understand and can do and their progress is consistently acknowledged.
65. Teaching in this subject is good throughout the school. When planning lessons the learning objectives are clearly identified and shared with the pupils so that learning activities have a clear focus and the differentiated tasks are seen to be purposeful. The review at the end of the lesson is used well to reinforce the objectives and helps pupils to recognise their progress. Teachers use daily assessment appropriately, and they readily adjust plans for subsequent groups to deal with difficulties or to make more challenging demands, but the quality of marking is inconsistent.
66. The subject co-ordinator is a very experienced teacher who has introduced and adapted the literacy strategy well to meet the needs of this particular school. She has effectively encouraged the practice of using opportunities for pupils to practise and extend literacy skills in purposeful activities in other areas of the curriculum. This has a significantly positive impact on the progress all pupils make. However, there is no

specific job description in place, and systems for monitoring and evaluating the provision are not completely developed. Suitable assessment procedures are in place, but there is no portfolio of moderated and annotated samples of writing to support assessment of the full range of writing and so help raise standards.

MATHEMATICS

67. The good standards of attainment recorded in the last report have been maintained for infants and for 11 year olds. Inspection evidence show that the level of attainment achieved by pupils at end of Year 2, and at the end of Year 6 is above the national average. Pupils make satisfactory progress in both infant and junior classes when their performance is compared to their earlier levels of achievement. Pupils with special educational needs make sound progress. The National Numeracy Strategy has been implemented well throughout the school.
68. Year 2 pupils have a good understanding of place value to 100, and most of place value to 1,000. They have good knowledge of their two, five, and ten times tables and apply them with great accuracy in their oral and written work. Most complete word problems well, such as those which involve addition, subtraction or multiplication of sums of money. They can make a sensible choice of calculation methods. The great enthusiasm which Year 1 and Year 2 pupils have for their work was evident in a lesson involving 'addition' games, and the use of dice, number cards or 'target boards'. Year 2 pupils also have knowledge of simple fractions, and of units of time, and know the names for two- and three-dimensional shapes. However, they only have limited opportunities for practical investigations, such as work with measuring, or devising questions to interpret data in simple lists or bar graphs.
69. Pupils continue to develop their number and calculation skills well in the junior classes, along with skills in space, shape and measure, and in data handling. There is a regular progression in the build up of their number and calculation skills in particular. This progression draws upon the practices of assessment, and an analysis of assessment information, which have been successfully introduced and developed strongly over the past 18 months or so. Year 3 pupils are developing an understanding of division being the inverse of multiplication, and Year 4 pupils recognise the equivalence of fractions. Pupils' learning is boosted by their interest in the work, and the good working relationships they have with each other that are evident in class. Year 4 pupils mentally add two-digit numbers, starting with the largest and partitioning into tens and units. They record their work using symbols, and when explaining their strategies show good understanding of the operations involved. Year 6 pupils use co-ordinates in all four quadrants and carry out column addition and subtraction of numbers involving decimals. They also know the angle sum of a triangle, and can find probabilities. They talk about their work confidently and explain their strategies. The school has recognised that in the junior classes there is only limited emphasis upon topics in shape, space and measure, and in data handling. Opportunities for practical investigations, greater use of computers and involving pupils with more challenging work with interpreting line graphs are not fully exploited.
70. Teaching is good overall, and sometimes very good. This maintains the quality of teaching seen at the time of the last inspection. This quality of teaching makes a major contribution to the attainment of all pupils. Good subject knowledge and high expectations of pupils underpin the mathematical learning. There is very good management in lessons. They are conducted in a lively manner, which helps pupils to concentrate. Activities are organised carefully to ensure that all pupils are included,

and are involved in work appropriate to their ability. This contributes to the provision for pupils with special educational needs and to the sound progress they make. During lessons, there is useful assessment of how well pupils are understanding concepts, and immediate modifications of approaches are made when appropriate. A wide range of resources are used well to develop pupils' mental imagery of mathematics. Support staff work closely with teachers, and enrich the quality of learning in lessons. Teachers observe the 'three part' structure of the numeracy lesson. However, there are occasions when the lesson objectives are not sharply focused during introductions, and there are insufficient opportunities for pupils to reflect upon how well they have progressed during the lesson.

71. The management of the subject is good. Regular assessment of pupils has been introduced and this provides a basis for tracking their progress. Planning is assisted by the analysis of assessment data, and the school has identified the need to increase the attention given to shape, space and measure, and to data handling. There are insufficient opportunities for practical work, and independent investigation. Satisfactory subject links are forged with information and communication technology, as well as for literacy in developing pupils' correct use of technical vocabulary.

SCIENCE

72. Standards are good by the end of Year 6 and Year 2. This is similar to the findings of the previous inspection. Pupils do particularly well in scientific investigations and apply their knowledge well. For example, pupils in Years 5 and 6 are currently studying the effect of forces, such as gravity and magnetism. In discussion, the pupils in Year 6 agree that they enjoy the subject a great deal, and they particularly like conducting experiments. Pupils with special educational needs make as much progress as their peers and are integrated well in lessons. Speaking and listening skills are actively encouraged in lessons and this makes a noticeable impact on the sound quality of learning. All pupils understand the difference between pollination and fertilisation, and the functions of plants. Their work benefits significantly from the good subject knowledge of the teacher. A scrutiny of pupils' previous work shows that in Years 3 and 4, pupils are able to devise experiments to test out theories, such as those related to their work on heating and cooling materials with suitable references to Galileo.
73. Pupils in Year 2 make good progress and attain well. They produce a wide variety of written and illustrative work. For example, they have completed good studies of how animals and humans produce young that grow and mature at different rates. Pupils recall previous knowledge readily and are keen to share their recollections with others. For example, pupils are able to expand on the meaning of '*Life cycles*' and describe those of butterflies and frogs accurately. In Year 1, pupils enjoy group work that helps them to identify light sources and what happens when water is boiled. They describe rough and smooth surfaces accurately.
74. The quality of teaching and learning is sound overall. Classes are managed effectively and lessons are planned and structured well. Teachers' subject knowledge is good and lesson planning is based on good coverage of the curriculum. The subject is managed appropriately by the co-ordinator who is responsible for the production and review of the scheme of work and the allocation of study units throughout the school. An assessment framework is available to all staff, which includes effective termly assessments and mid-term evaluations of pupils' work. The co-ordinator monitors the curriculum through informal discussions with staff and assessments of pupils' work,

but has insufficient release time to monitor teaching and learning, as noted in the previous inspection report. Nevertheless, strong features include pupils' good factual knowledge and their clear understanding of how to conduct investigations, although their ability to record experiments is less secure. Good links are forged with geography through activities such as visits when pupils study habitats and river flows. However, there are too few resources throughout the school.

ART AND DESIGN

75. Standards match the expected levels at the end of Year 6 and Year 2. This indicates a similar finding to that of the previous inspection. All pupils, including those with special educational needs, achieve appropriately in the subject.
76. Pupils' sketchbooks show work that is of a sound standard. Pastel work illustrates geometric shapes based on a stimulus from the work of Van Gogh. Pupils in Years 3 and 4 have produced a good standard of work, based on the work of artists such as Hockney. For example, the aim of one lesson, which was achieved very successfully, was to study the human form. The session involved a review of previous work and pupils achieved clear shapes with sharply defined features. All pupils show good interest in their work, and the majority can draw and sketch with accuracy at the junior stage, with many younger pupils showing competence in their use of paint and other media. In a Year 2 lesson, pupils used a combination of art and design techniques appropriately in collage. Display work around the school, incorporating pupils' efforts, confirms that a wide variety of techniques are achieved. Photographic and recorded evidence demonstrate that a consistently sound standard of work is achieved by pupils over an extended period.
77. The quality of teaching and learning is sound. Lessons are planned appropriately and the resources are used extensively by all teachers to inspire and motivate pupils. Visiting artists have encouraged pupils to experiment successfully with fabric design and this has had a good effect on pupils' learning. There is no current focus for the subject within the school development plan or a specific budget to increase the limited resources, and the co-ordinator does not have opportunities during the school day to monitor artwork in progress during lessons.

DESIGN AND TECHNOLOGY

78. From discussions with pupils and a scrutiny of their work and teacher's plans, it appears that the school has maintained the satisfactory provision found at the time of the previous inspection and standards match those expected by the end of Years 6 and 2. Pupils are accustomed to working from designs, which specify the tools and materials needed for their models. By the time they reach Year 6, they have sound knowledge of a variety of methods to fasten materials together, which include clips, glue and string. They measure, cut and join a variety of materials accurately and assemble simple mechanical models carefully, introducing movement by using axles for wheels. Pupils can list the different components needed, together with procedures for making and evaluating their work. For example, their designs for pop-up books, food packaging and '*Cams and Cranks*' show good attention to designing for a purpose. Pupils with special educational needs are equally as successful in making things as other pupils and this helps to raise their self-esteem. All pupils enjoy designing and making models. They apply finishing techniques carefully, such as painting, to enhance the quality of their models. Pupils in the infant classes

understand the properties of common materials and, by Year 2, they make good choices when selecting shapes and textures. The sound range of curricular opportunities, including model-making and textiles, have a positive effect on pupils' attitudes to their work.

79. The quality of planning is sound. Teachers have secure subject knowledge and plan their lessons to give pupils a broad range of experiences. The subject is an appropriately organised area of the curriculum that is linked well with other areas, such as literacy, history and science. Computers are used effectively to extend learning throughout the school and the co-ordinator promotes consistent standards of displays in classrooms and corridors. As a result, work is well mounted, clearly labelled and colourful. Since the last inspection, the school has agreed plans to increase resources by refurbishing a separate area in the hall specifically for the subject and this is due to be completed in the autumn term. However, until then, the school cannot meet the statutory requirements to include food technology as part of the curriculum. The co-ordinator has not been given sufficient release time to monitor the quality of teaching and learning formally and this is an area for further development.

GEOGRAPHY

80. Standards are satisfactory by the end of Years 2 and 6 compared to those nationally. Two lessons in junior classrooms were seen during the inspection, pupils' work was analysed and teachers' planning reviewed. Standards of attainment for Year 2 pupils at the time of the last inspection were above those expected nationally and they made good progress. The standards for Year 6 pupils had dropped significantly and revealed weaknesses in areas of study which had not been adequately covered. The progress of older pupils was unsatisfactory. Standards have now improved overall through the school and there are now much more even rates of progress which are satisfactory in infant and junior classes.
81. Pupils acquire an increasing knowledge and understanding of people, places and environments as they move through school and achieve standards expected for their abilities. The curriculum draws upon topics outlined in nationally produced guidelines and the school is in the process of evaluating them. The teaching approaches encourage the social development of pupils and help to ensure the inclusion of all pupils. Pupils with special educational needs make sound progress.
82. Infant pupils develop their understanding of places and environments in topics such as the local area, food and farming, the seaside, and a contrasting locality. They begin to build a geographical vocabulary, and have experience of fieldwork outside the classroom. They develop their map skills in local surveys.
83. Junior pupils enrich their initial knowledge and understanding of people and places in a variety of topics. Survey work includes finding the busiest part of the school, and the school environment is evaluated in terms of likes and dislikes. Useful links with history are provided in studies on Blagdon and changes in settlement patterns. In their work on India, pupils show they know about life in cities, and understand why people are attracted to move to them from the countryside. In their topic on mountains, Year 6 pupils are able to weigh up the balance of environmental cost and benefits involved in the development of tourist activities, such as the increased jobs and income with hotels, as against the increased noise and disturbance of farm stock.

84. The quality of teaching is good overall. Teachers show enthusiasm and have good subject knowledge, and these factors help promote positive attitudes from pupils towards their learning. Teachers also make imaginative use of their own experiences of places they have visited. They make good use of other resources including the 'Powerpoint' projection of images on to a screen, and the view from the classroom window. Pupils often are encouraged to work together in pairs or small groups, and this encourages the development of social skills, as well as supporting learning.
85. Geography is linked well with other subjects. As well as those with history, pupils use basic skills taught in literacy and numeracy, and good use is made of information technology. Descriptive writing is often word processed, and line graphs are used to show the accumulation of litter collection. The Internet is also used for researching topics such as 'Rivers' in Years 5 and 6. Fieldwork and visits, including the residential visit to Kilve in Year 6, also enrich the geographical learning of all pupils. At present there is no regular pattern of assessment to track pupils' progress through the school, and to help in planning work based on pupils' prior attainment. In terms of curriculum balance, there is a weighting of teaching time which favours geography at the expense of history. The stock of some basic resources, such as map sets of the local area, is unsatisfactory.

HISTORY

86. It was not possible to observe any lessons as none were timetabled during inspection week. Therefore judgements about standards and achievements are based on the scrutiny of pupils' work, teachers' planning and discussions with teachers. Pupils in Year 2 and Year 6 attain standards that are at least in line with expectations, and they make satisfactory progress through the school. Standards are thus similar those found at the time of the last inspection. Pupils with special educational needs are interested in their work in history and make satisfactory progress.
87. Year 2 pupils are developing a sound sense of chronology, and have an understanding of why some people in the past acted as they did. Their enjoyment of learning about past societies is evident in their work on the Great Fire of London, some of which is recorded in the form of vivid drawings to represent events at that time. Their historical imagination is stirred by the topic on Florence Nightingale. Most demonstrate a good factual recall of highlights in her life story, including the difficulties she faced and the influence she had upon nursing.
88. There are good links made with literacy in history. This is demonstrated in work on Tudor times by pupils in Years 3 and 4. Many Year 4 pupils present their ideas imaginatively and clearly in response to titles such as '*What was Henry VIII like as a person?*', and '*The difference between rich and poor people in Tudor times*', and in writing '*A Letter to Henry VIII from an Agony Aunt*'. Year 4 pupils display the same level of enthusiasm when studying 'the Romans' and they write about topics such as Queen Boudica, Roman Baths, and '*How did the Romans change Britain?*' In this work, most pupils show an understanding of the way past time can be divided into periods, with similarities and differences between them. They also develop their knowledge of past societies and begin to recognise some of the differences within them. Year 6 pupils increase their knowledge of these elements of history in their study of Ancient Greece, when good use of made from researching internet sources. Research skills are augmented as pupils collect information in a survey of local residents as part of their study of 'Life in Britain in the 1950's and 1960's'.

89. No judgement of teaching quality can be made because no lessons were seen. However, it is evident that pupils respond well, and their enjoyment of history comes across in the way they present their work. Teachers make good links with literacy, especially in Years 3 and 4, and with computer technology, especially in Years 5 and 6. Drama, role-play, and work with artefacts support pupils' learning. They also benefit greatly from visits such as those to Blaise Castle costume museum and Victorian schoolroom, and to the Roman Baths.
90. There is now a policy for the subject and this rectifies an omission noted at the time of the last inspection. The scheme of work is evolving and draws upon units from optional national guidelines. These topics are still in the process of being evaluated. The school recognises the need to develop monitoring and assessment procedures that can be used to help plan work, and to track pupils' progress. History has less teaching time compared to other subjects in some year groups, such as geography, and resources are barely satisfactory. The lack of artefacts limits pupils' learning of enquiry-based work and restricts their opportunities to use primary sources of evidence.

INFORMATION AND COMMUNICATION TECHNOLOGY

91. Attainment at the end of Year 6 and Year 2 is broadly in line with the expectations for pupils of these ages. The development of a computer suite, appropriate staff training and the use made of expertise within the support staff has made a major contribution to the progress all pupils make. However, not all the machines in classrooms have been upgraded so this limits the opportunities for pupils to practise skills new to them. Nevertheless, the school has identified this for improvement in the subject development plan, and many pupils have good opportunities to consolidate skills by using computers at home.
92. Pupils enter Year 1 familiar with using a computer mouse for various functions, such as using an art program to draw pictures of themselves and to dress a teddy on screen. By the time they are seven, most pupils confidently use a word processing program to present their literacy work effectively, selecting and changing, fonts, size and colour and can save their work. Pupils generate repeated and symmetrical patterns to support work in mathematics and design instructions for a programmable toy to achieve a range of movements.
93. It is not possible to make an overall judgement on teaching, but the work of the adult with a group in the suite is effective. Pupils work with a sense of purpose. Intervention to improve their work is good and opportunities to reinforce skills through direct teaching are used well. Pupils enjoy the tasks and work hard to refine their skills. The balance between teaching computer skills directly and using them to support work across the curriculum is continued throughout junior classes. This was well illustrated in a science lesson where the importance of clear report writing was a focus for older pupils. They used evidence collected in a practical investigation on forces, drafted and refined the structure of the report and designed and refined the presentation. Pupils in Year 3 send and open emails successfully. By the end of Year 4, pupils use an address book and are able to add attachments. By the age of eleven, pupils use the Internet and specific programs readily to retrieve information related to work in areas of the curriculum. They are able to combine text and graphics appropriately, prepare pie charts, and use spreadsheets to put in information and create simple formulae. They are familiar with creating flow diagrams to control outputs, but at present this is screen-based rather than actual. This is recognised by the school as an area for

development.

MUSIC

94. Standards of music in Year 2 and Year 6 are at least in line with those expected of pupils of similar ages. Standards have at least been maintained since the time of the last report. During the inspection, evidence was drawn from a few lessons, singing in whole school assembly and from the video of the school production of *'Robin Hood'*. Several pupils develop instrumental skills in guitar, violin, keyboard, brass, piano and woodwind with tuition from peripatetic teachers. Standards in singing are good throughout school.
95. Year 2 pupils show that they enjoy singing, and have good pitch control and diction, when learning the song *'Billy No Buzz'* in preparation for the harvest time. Non-tuned percussion instruments were introduced one at a time as the lesson built up. Wood blocks, Indian bells and tambourines were among half a dozen instruments used, each played by one pupil, as they accompanied the rest of the class singing. As they played, pupils showed sensitivity and an appreciation of dynamics, and were aware of their contribution to the whole sound. Year 4 pupils performed successfully when using untuned percussion instruments to represent sounds of the sea and elements of weather conditions such as 'howling winds', 'crashing thunder' and 'pattering rain'. Pupils matched sounds to images, selecting appropriate instruments, such as drums (thunder), and shakers (rain). They also were able to modify their performance after discussion and evaluating the effects. There were good links with literacy in this lesson as pupils discussed their ideas about feelings, and evaluated the work.
96. The quality of teaching is good, and assemblies are led very well, giving inspiration the whole school to sing with gusto. Teaching has improved since the last inspection when it was too variable and some staff lacked confidence in their own musical competence. Currently, teachers are enthusiastic and motivate pupils well. Pupils with special educational needs are supported well and they make sound progress. Pupils are keen, show very good attitudes and behaviour, and this contributes well to the standards they achieve. Many pupils also gain from the extra instrumental tuition from four peripatetic teachers. Since the time of the last inspection, three teachers who play musical instruments have joined the staff. This has improved music provision in school, as the last report noted the lack of a music specialist on the staff, and the strong reliance upon commercial schemes in the lessons.
97. Music makes a good contribution to pupils' social and cultural development. They are encouraged to be sensitive to others around them, and they deepen their awareness of their own culture through singing. Opportunities are missed, however, to enable pupils to use different instruments from around the world. There is also insufficient monitoring and assessment of pupils' progress. The annual musical show is greatly appreciated by parents, as well as by the pupils. *'Robin Hood'* is the most recent production, and it successfully included all the pupils. It also demonstrated the good standards of singing found throughout the school, and the enjoyment of music shared by pupils and staff.

PHYSICAL EDUCATION

98. It was not possible to observe all the aspects of this subject during the inspection, but the standards observed in games and gymnastics in junior classes and dance in the infant class indicate that, by the ages of seven and eleven, standards are broadly in line with those usually found.
99. Pupils in Year 2 use space well, being aware of others and so move at varying speeds and directions with good control. They use movement imaginatively to interpret words in a poem and accompanying music. They are keen to rehearse using their whole body in refining stretching and twisting movements at different speeds and levels. They concentrate well throughout the lesson and enjoy performing.
100. Pupils in Years 3 and 4 are able to develop a sequence of gymnastic movements both individually and in pairs, making suitable links between each. They are perceptive yet sensitive when evaluating each others' work as in, '*I like the way --- leaned over*'. All are willing to modify and practise to refine their performance. Games skills are suitably developed by the time pupils reach Year 6. They have an appropriately developing understanding of invasive games. Standards are average in throwing and catching. Pupils use chest passing well. All readily attend to the teacher's coaching advice and are keen to play well.
101. The progress pupils make owes much to the good teaching observed throughout the school. Teachers clearly enjoy these lessons and their enthusiasm is infectious. They have good management strategies securely based on mutual respect. Having fun and enjoying the activities are seen to be as important as working hard at improving skills and techniques. Planning provides for a brisk pace to be maintained. Teachers use opportunities well to intervene to directly teach skills and techniques or encourage pupils to find a way of improving for themselves. However, the limiting factor in all these lessons is the poor accommodation. The hall is small and unkempt with stacked furniture a constant potential hazard. The yard is also relatively small and has a sloping surface and two drain covers to be avoided. The school has tried to obtain help from the local education authority to help it improve the accommodation, but this is an ongoing need still to be addressed.
102. The co-ordinator has good subject knowledge and has identified the need to improve opportunities for in-service training and to augment and revitalise the limited resources and equipment. The good range of extra-curricular activities in this subject enhances the learning opportunities significantly to support both physical development and pupils' personal and social skills.

RELIGIOUS EDUCATION

103. During the inspection the only lesson observed was in an infant class. From this, and the examination of planning documents, pupils' recorded work and informal discussion with pupils, the evidence indicates that they attain standards broadly in line with the those expected by the locally agreed syllabus for pupils of these ages. This largely reflects the findings of the previous inspection. However, the changes in the staffing have led to a re-organisation of the scheme of work, which is not yet complete, and so standards are not as secure in the junior classes.
104. Pupils in Year 2 know what it means to belong to a clearly defined group and that all groups have times and places, books and events that are special to them. They

explain why particular places are special to them such as, '*... my garden because that is where my rabbit lives*'. Pupils know a suitable range of stories from the Bible, for instance, how God made the world. They know stories about the main events of Jesus' life and some of those He used in His teaching ministry, such as the parable of the farmer sowing seeds. They are introduced to the major figure in Sikhism and know stories associated with Guru Nanak.

105. Evidence indicates that by the time pupils are eleven they have a sound understanding of the basic beliefs of Christianity and how they influence believers. They know that believers understand God as a '*God of love*' who is ready to forgive those who do wrong. They know that the Bible is a Christian source of authority, but some are uncertain of how it is arranged. Pupils are aware of other major faiths such as Hinduism, Sikhism and Judaism. They know that each has central figures of authority such as Moses in Judaism. They know that these faiths have some common elements; for instance, that the God worshipped in Judaism is the same one that Christians worship, but that Judaism does not recognise Jesus as the Son of God. When learning about pilgrimages they make the connection with that custom and the figurative journeys we all make in life.
106. Teaching is satisfactory. Much of the work is appropriately oral work and provides good opportunities for pupils to practise speaking and listening skills. This approach supports well pupils experiencing learning difficulties. However, opportunities for pupils to practise and extend their research and writing skills are often overlooked. The opportunities to reflect on religious beliefs and the implications for how people live make a major contribution to the spiritual and moral development of all pupils.
107. Currently, the management of provision for this subject is unsatisfactory. The scheme of work attached to the locally agreed syllabus, and used by the school, has been revised over the last academic year but is not yet complete. Where units of work in the scheme have not yet been released, teachers have been adapting advice from a commercially published scheme or the advice of the Qualification and Curriculum Authority. This has resulted in variations from the whole-school scheme of work and consequently has a limiting effect on attainment and progress. This has coincided with a change in co-ordinator and the headteacher has wisely included a review and revision of the scheme of work for this subject in the current school development plan so that the school is well placed to improve provision and raise standards of attainment.