

INSPECTION REPORT

**ST. MARY'S CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Timsbury

LEA area: Bath and North East Somerset

Unique reference number: 109208

Headteacher: Mrs L MacKenzie

Reporting inspector: Mr G Bassett
21500

Dates of inspection: 10th – 12th February 2003

Inspection number: 246895

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils	4 – 11 years
Gender of pupils:	Mixed
School address:	Lansdown View Timsbury BATH
Postcode:	BA2 OJR
Telephone number:	01761 470245
Fax number:	01761 479044
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs V Packham
Date of previous inspection:	2 nd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21500	Mr G Bassett	Registered inspector	Foundation Stage Information and communication technology	What sort of school is it? How high are standards? How well are the pupils taught? How well is the school managed? What should the school do to improve?
9789	Mrs L Barclay	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 the parents?
17756	Mrs H Monaghan	Team inspector	Science Art and design Design and technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?
22990	Mr C Furniss	Team inspector	English Physical education Religious education	
30559	Mrs J Taylor	Team inspector	Mathematics Geography History Music Special educational needs	

The inspection contractor was:

PkR Educational Consultants Ltd.
6 Sherman Road,
Bromley
KENT
BR1 3JH

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Church of England Voluntary Controlled School is in the village of Timsbury, Somerset. It is a primary school for children aged between 4 and 11 years. The number on roll is 174, which comprises 84 boys and 90 girls. The population of the school is entirely white. The pupils are grouped in whole year groups in 7 class bases. The classes vary in size from the smallest 17 in Year 2 to the largest 31 in Year 3. The school serves the village and a few outlying areas. The socio-economic status of the whole area is above national average but one third of the children attending the school live in rented accommodation. There are no pupils with English as an additional language. The number of pupils eligible for free school meals is below the national average. The attainment of the children entering the school at the age of 4 years covers the full range but is clustered around the average. The number of pupils with special educational needs is 27 and this proportion is below the national average. There are 3 pupils with statements and this is above the national average.

HOW GOOD THE SCHOOL IS

This is a very effective school. The leadership and management of the headteacher are excellent. Her clear vision for the school has brought about very significant changes and improvements. The quality of the teaching is very good overall. The planning of the curriculum and the teachers' lessons is very good. The pupils leave the school at the end of Year 6 achieving above average standards in English and mathematics. The pupils' standards of work in information and communication technology are also above the expected levels for their age. These results represent a very significant improvement in standards across the school since the last inspection. The school fosters a very caring attitude towards all the pupils and provides equality of access to every pupil. The governors, headteacher and all staff form a cohesive team and share a commitment to raising standards even further. The school provides very good value for money.

What the school does well

- The leadership and management of the school are excellent.
- The pupils' standards in English, mathematics, information and communication technology across the school are above average. In religious education, history and geography the pupils' standards are above the expected levels by the end of Year 6.
- The pupils make good progress from the time they enter the school in the reception class.
- The quality of teaching is very good.
- The pupils' behaviour and their attitudes towards school are very good.
- The strategies for teaching literacy and numeracy are very good.
- The provision for the pupils' moral and social development is excellent and for spiritual development it is very good.
- The assessment procedures are very good and information is used effectively to support the teachers' planning.

What could be improved

- The standards in science and other subjects, (where they are broadly average), by giving the co-ordinators more opportunities to follow the good monitoring and planning procedures already established for the development of English and mathematics.
- The quality and quantity of the resources for all subjects but especially those for the development of the children's physical development in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in February 1998 the governors, headteacher and staff have responded very positively and effectively to the findings of that inspection. They have made very significant improvements to the quality of education provided by the school. The leadership and management of the headteacher are excellent and her drive and determination has brought about the improvements. The standards in reading, writing and mathematics have all improved and are now above average throughout the school. The quality of the pupils' work in information and communication technology is now above the expected levels in Years 2 and 6 and the improved resources for ICT have had a very good impact upon raising these standards. The standards in music are now in line with the expected level at the end of Year 2 and Year 6. The co-ordinators have developed good systems for monitoring, evaluating and improving the quality of teaching and this has resulted in teaching being very good overall. Very good procedures are now established to monitor and record what the pupils achieve in all subjects. The pupils' behaviour and attitudes towards their learning have improved to be very good. The school is now very well placed to continue the very good rate of improvement in the future.

STANDARDS

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

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

The levels of attainment of the children entering the Foundation Stage are broadly as expected for their age. Most children are clustered around the average but there are some who are above and a few below these expected levels. They make good progress and by the time they enter Year 1 almost all have reached the early learning goals in all aspects of their learning.

An analysis of the results of the national tests over the last three years shows that the school has made very significant improvements since the last inspection. The pupils' standards at the end of Year 2 in the national tests for 2002 were above the national average in reading and writing, with an above average proportion exceeding the expected level for their age. In mathematics the pupils' standards were well above the national average, with a well above average proportion reaching the higher Level 3.

At the end of Year 6, the pupils' standards were well above the national average in English and mathematics. The proportion of pupils reaching the higher Level 3 was also well above the national performance in English and above the average in mathematics. When results are compared with schools of a similar type, the pupils' standards were above the average in mathematics and average in English. The school succeeded in reaching its target for English at the end of Year 6 in 2002 and exceeded its target for mathematics.

The results of the national test in science show that the proportion of pupils reaching the expected Level 4 was broadly average. This standard is lower than that achieved in English and mathematics because the

proportion of the pupils reaching the higher Level 5 was below the national average. This pulls down the overall performance of the school. For this same reason the school's performance fell below the average when compared with similar schools, i.e. those with the proportion of pupils eligible for free school meals below 8 per cent. This figure is not truly representative of the school's entitlement as the number of free school meals fell below the lowest level 8 per cent during the month returns were calculated. The school has been classified within the next group between 8 per cent and 20 per cent over the past few years. This higher classification would have improved the comparison with similar schools significantly.

The trend over time shows that the school has made very significant improvements in raising the pupils' standards in reading, writing and mathematics. The rate of progress in these areas is marked and is much faster than that seen nationally. The standards in science have improved and the rate of progress throughout Year 6 has kept pace with the national rate of improvement.

The current work in the school shows that the pupils' standards at the end of Years 2 and 6 in reading, writing and mathematics are above average. The pupils' work in science in Year 2 is above average and in Year 6 it is broadly average. The progress made by all the pupils, including those with special educational needs, is good and often very good. The quality of the pupils' work in information and communication technology is above the expected levels throughout the school. This is a significant improvement since the last inspection when standards were a key issue. The standards of the pupils' work in religious education, history and geography are above the expected levels at the end of Year 6. In all other subjects the pupils' standards of work are in line with the expected levels for their ages at the end of Year 2 and Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to their learning and to the school are very positive.
Behaviour, in and out of classrooms	Very good. The pupils' behaviour in and around the school has improved immensely and is now very good.
Personal development and relationships	Very good. The pupils work together very well and respect the views and feelings of others.
Attendance	The pupils' attendance is good. The rate is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very Good	Very 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 has improved since the last inspection and is now very good overall. It is clear that this quality is having a significant impact upon the standards of work achieved by the pupils. Four-fifths of the lessons seen during the inspection were good or better and one-third were very good. This high standard of teaching is having a significant impact in raising the pupils' quality of work. The quality of teaching in the Foundation Stage is good and sometimes very good. A noticeable feature of the Foundation Stage is the good atmosphere created by the staff.

The teaching of English, mathematics and information and communication technology is a particular strength throughout the school. The teachers have a very good understanding of the strategies they need to use to teach the pupils the skills of literacy and numeracy effectively. All these good points demonstrate how well the school has improved its teaching performance.

When the teaching is at its best the teachers thoroughly plan what they intend to teach. They set very clear objectives and the children are made aware of what they are to do and what standards are expected. There is a high level of challenge and the pupils respond very positively. When the teaching is satisfactory it is again planned very well but the pace of the teaching is not so brisk and the challenge diminishes. The provision and the teaching for the pupils with special educational needs are good. Their individual programmes of work are used effectively in the class lessons and this makes their targets very relevant in all subjects.

The procedures for assessing and recording what each pupil achieves and can do are very good. The teachers use reliable strategies to record what each pupil achieves at the end of a theme or topic. They also track each pupil's progress and predict the standards that each one is expected to reach by the end of each year and particularly by the end of Year 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good broad and balanced curriculum which is relevant to all the pupils. It promotes equality of opportunity very well and meets the statutory requirements. There are good out-of-lesson activities for the pupils to pursue. The educational visits play an important part in the pupils' development.
Provision for pupils with special educational needs	The school makes good provision for the pupils with special educational needs in all classes and in the small support groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision made for the pupils' moral and social development is excellent and for their spiritual development it is very good. However, the arts, such as the work of painters, sculptors, the theatre and music, are not emphasised as well as they might be by the school.
How well the school cares for its pupils	The school is a very caring community. The staff care for all the pupils extremely effectively. They have reliable records that show the progress each pupil makes each year which are used effectively to set targets for each one.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides an excellent educational direction to the work of the school. Her leadership and management of the school are excellent. The deputy headteacher and other key staff provide a good clear direction for the development of their subjects and other responsibilities.
How well the governors fulfil their responsibilities	The governing body plays an active role in the management of the school. It fulfils its responsibilities effectively and monitors the strengths and instigates improvements very well.
The school's evaluation of its performance	The school continually analyses its performance and evaluates the quality of teaching in English and mathematics very well. The school improvement plan is a working document and is used effectively to track the school's successes and areas for future development. The school has good systems in place to ensure that the school gets best value for money.

The strategic use of resources	The level of staffing is good. The outdoor resources for the development of the children's physical skills in the Foundation Stage are unsatisfactory. The accommodation is spacious and displays are stimulating, However, the state of repair of the toilets and the corridors is poor.
--------------------------------	---

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The parents say that their children make good progress and that the school has high expectations for their children. • The quality of teaching is good. • The quality of the pupils' behaviour is good. • The parents believe that the school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents thought that the amount of homework set was not appropriate for their children. • Some parents would like more information about their children's progress and would like the school to work more closely with them. • The leadership and management of the school were listed as a concern by a few parents. • The range of out-of-lesson activities.

The inspection team agrees with the positive statements made by the parents, although it is judged that the pupils' behaviour is very good. There was no evidence to support the concerns expressed by the few parents. The inspection team judges that the leadership and management of the school are excellent and that the school works closely with the parents to provide them with sufficient information about their children's progress. The range of out-of-lesson activities is good and the amount of homework set is satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. It is evident from the work seen and from the lessons observed that the pupils' current standards of work are above average in reading, writing, mathematics and science at the end of Year 2. They are also above average in English and mathematics at the end of Year 6. The progress made by all pupils in these areas is good and those with special educational needs also make good and often very good progress. This is a significant improvement since the appointment of the present headteacher and since the last inspection. In all the classes there is no significant difference between the performance of girls and boys.
2. Nearly all the children in the Foundation Stage are on course to reach the early learning goals in all areas of their development by the time they enter Year 1.
3. The results of the national tests for 2002 at the end of Year 2 show that the standards achieved by the school in reading and writing were above average, with an above average proportion reaching the higher than expected Level 3. In the mathematics test 2002, the pupils' standards were well above average, with the proportion reaching the higher Level 3 being well above average. The teachers' assessments for science show that the pupils' standards were above average. The current work seen and the lessons observed in Year 2 show that almost all the pupils in Year 2 discuss their books with enjoyment and understanding. They are knowledgeable about the characters in the books they have read. They understand how a library is organised and almost all have reading skills that are above average. Their writing skills are developing well and several are already producing good pieces of extended writing that are above the expected standards for their age. In mathematics they are able to describe two-dimensional shapes accurately. They also have a secure understanding of place value of tens and units and know the correct series when counting in twos, fives and tens. They are beginning to make estimates when making measurements or calculating number problems so that the answers are judged to be realistic.
4. At the end of Year 6 in 2002 the results of the national tests show that the pupils' standards in English and mathematics were well above the national average. The proportion of pupils reaching the higher Level 5 was also well above the national average in English and above average for mathematics. The current work seen and the lessons observed in Year 6 show that in English almost all the pupils have above average skills in speaking and listening. They are reading fluently and independently. They read with expression and understanding and are above the level expected for their age. In their writing they have already developed skills of analysing the different types of formal and informal writing and are producing their own, such as invitations. The quality of their extended writing is above average. Almost all the pupils in Year 6 can demonstrate their understanding of place values. They can divide large numbers accurately and have a good understanding of decimals and percentages. Their mental calculating is above average and they can carry complex facts in their heads while they work out answers. Almost all have a good understanding and knowledge of the use of co-ordinates and know the properties of two-/three-dimensional shapes. The results for science tests show that the overall performance was broadly in line with the national average. Although the proportion of pupils reaching the expected Level 4 was well above the national average, the overall standards were reduced because the proportion of pupils reaching the higher Level 5 was well below the national average. Nevertheless, the school's

performance has kept pace with the improvements in the national performance since the last inspection.

5. The school's performance in science fell below the average when compared with similar types of schools, i.e. those where the proportion of pupils eligible for free school meals is below 8 per cent. This figure is not truly representative of the school's entitlement, as the number of free school meals fell below the lowest level 8 per cent during the month returns were calculated because two children left. The school has been classified over the past few years within a higher group of schools that fall between 8 per cent and 15 per cent. This higher classification would have improved the comparison with similar schools significantly.
6. The targets set by the school for the pupils in national tests at the end of Year 6 for 2002 were achieved in English and exceeded significantly in mathematics.
7. The long-term trend in reading, writing and mathematics in Year 2 shows that the school's standards have improved significantly since 1999 when they were below the national average in reading and well below in writing and mathematics. Since then the standards have improved rapidly to reach above average currently reported in reading and writing and well above average standards in mathematics. The improvements over the same period for the pupils in Year 6 are even more marked. The results in 1999 were below average in English and well below average in mathematics. Since then the pupils' standards have improved at a rate much faster than the national performance. These improvements are a result of very good teaching as well as a whole-school commitment to raising standards.
8. The long-term trend in science shows that the standards in successive Year 6 groups have fluctuated from well below average to above average. The results of the tests for the last two years show that the standards are now average and that the school's performance is keeping pace with the national picture.
9. The standards throughout the school in information and communication technology have improved substantially since the last inspection and are now above average at the end of Years 2 and 6. This reflects the considerable investment made in new equipment and staff training. The pupils' standards in religious education, history and geography at the end of Year 6 are above the expected levels for their age.
10. The pupils' standards at the end of Year 2 and Year 6 in all other subjects of the National Curriculum and in religious education at the end of Year 2 are broadly average. The pupils are making very good progress.
11. The pupils with special educational needs make good progress towards the targets set in their individual education plans. They make good progress because they are fully included in all areas of the curriculum and in extra-curricular activities. They are well supported by teachers and classroom assistants within the classroom.

Pupils' attitudes, values and personal development

12. The pupils' attitudes to learning are very positive. They are proud of their school. The school has improved this aspect since the last inspection by improving the quality of the teaching across the school so that all the teachers succeed in engaging the pupils' interest and attention. The school provides a safe, friendly and supportive environment. The pupils enjoy coming to school and are keen to start their lessons. They settle well at the beginning of the day and after breaks and are quickly involved in their work. They are

very enthusiastic about most areas of the curriculum, particularly literacy, numeracy and using computers. In a Year 2 class observed during the inspection, the pupils were completely engrossed in a story during the literacy period. The pupils in all classes are eager to respond to questions and challenges. The pupils have, from an early age, very well-developed listening skills and they concentrate for extended periods of time. Even the youngest children in the school respond to the purposeful approach of the teachers to use every moment of the school day to good effect and stay on task. For example, the pupils in a Year 1 lesson were seen designing a stable structure for playground furniture. They persevered with very careful, detailed cutting and sticking work for an extended period of time. This sustained concentration contributes very positively to their learning. It is also a feature of their polite attitudes towards each other; they listen with respect to other points of view and to contributions to discussions. They work well in pairs and groups, organising themselves sensibly and sharing resources. They collaborate well and want to do their best. Throughout the school, the pupils take pride in the presentation of their work. The reception class children are confident when trying new activities and pupils in all classes are confident when expressing their views.

13. The pupils' behaviour in lessons and at play is very good. This represents a great improvement since the last inspection when it was a key issue. The significant improvement is attributable in part to the better quality of teaching which fully engages the pupils' attention as well as to the school's clear and consistent approach to behaviour. Very occasionally a slow pace in lessons leads to some restlessness. There has been one fixed term exclusion in the past twelve months. The teachers and other adults provide excellent role models. The pupils know the school (Golden) rules and they are comfortable to abide by them. The School Council provides the pupils with the opportunity to participate in a democratic decision-making process and they contribute with confidence. This is composed of two elected representatives from each of the Year 1 to Year 6 classes, and is a very effective forum for sharing concerns about school issues and working together as a community to agree improvements. As a result, the pupils have opportunities to shape the school rules and to appreciate the reasons for them.
14. The school's approach to behaviour is based on positive praise and incentives. All staff apply consistently the behaviour policy. The occasional minor incident is dealt with quickly and effectively. The relationships throughout the school are very good. There is mutual care and respect, which leads to a friendly, tolerant community. Around the school, the pupils hold doors open for each other. They take turns to speak or to use resources and all pupils behave sensibly. This helps to create a caring and secure environment conducive to work and learning.
15. The pupils' personal development is very good. Again, this is an improvement since the last inspection and the fruition of the school's consistent application of the values of respect and tolerance. At the beginning of the school day, the pupils gather around a circle in the playground and then enter the school in an orderly manner. Many say "Thank you" in response to the attendance and dinner registers. The school functions as a community where every member is valued and learns to value others. The pupils appreciate the impact of their actions on others. They are very friendly and welcoming to visitors and they treat the school property with great respect. In all classes, the pupils work together happily on tasks and listen to each other's views with respect and interest. The pupils readily make their views known to their School Council representatives. They are caring and considerate towards each other. They are also quick to organise themselves so that they are ready for their work. The level of social maturity and sense of citizenship is, in all age groups, very good.

16. The level of attendance remains good. In the year prior to the inspection, the pupils' attendance was above the national average. The rate of unauthorised absence at the school, in the same year, was broadly in line with the national average, which is a great improvement since the last inspection. Most pupils arrive punctually at the start of the school day. Most of the authorised absence is the result of families taking holidays in school time, despite the school's advice.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching has improved since the last inspection and is very good. Four-fifths of the lessons observed were good or better, with one-third of all lessons observed during the inspection being very good. In one lesson of mathematics, the quality of teaching was excellent. There were no unsatisfactory lessons, whereas, at the time of the last inspection, a small proportion was unsatisfactory.
18. Overall, the quality of teaching throughout the school is very good. It is clear that this quality is having a significant impact upon the standards of work achieved by the pupils. This is especially so in English, mathematics and information and communication technology where standards are now above average by the end of Year 6. It is also having a profound impact upon the progress being made by all pupils including those with special educational needs.
19. The quality of teaching in the Foundation Stage is good overall and sometimes very good. The teacher's expectations are good and the management of the children is good. A noticeable feature of the Foundation Stage is the good atmosphere created by the staff. A series of well-planned visits and liaison with the parents are very productive. The children settle quickly into the routines of the classroom as a result of the care taken by the teacher and the classroom assistant to prepare the children for their first day in school. With the help of the classroom assistant, initial assessments are made at the beginning of the autumn term. The teacher plans interesting tasks, which help the children to develop their initiative. Sessions are also planned in which the children can make their own choice about what they do. As a result, the children work at a brisk pace and are interested in what they do. They sustain their concentration well and are growing in independence. Those identified with special educational needs are given additional support in lessons through group work or individual work. The results are used effectively to identify the individual's strengths and areas that need support.
20. The high proportion of very good and good quality of teaching seen throughout the school is a result of very good and consistent planning by all teachers. They identify clearly what skills, knowledge and understanding they intend to teach during each lesson. The teachers' expectations are very good and they use very effective teaching methods to develop the pupils' concentration and independence. The pupils are fully aware of what they are expected to do and what they should accomplish by the end of the lesson. Appropriate arrangements are made so that all pupils can be fully included in all learning tasks. The teachers provide good support for pupils with special educational needs and a wide range of strategies is employed to meet their needs. The teachers' planning includes particular provision for lower-attaining pupils and is closely linked to the targets stated on individual education plans for pupils with special educational needs.
21. The very best teaching was seen in English, mathematics and information and communication technology. A third of the lessons observed in these three subjects were very good or better. This is a substantial improvement since the last inspection. It represents exceptionally high quality teaching and consequently the pupils' standards of work are above average and higher than at the time of the last inspection. For example,

in the English lessons where the teaching was very good, the teachers prepared their lessons very thoroughly. They set very clear objectives and these are referred to consistently during the lessons. There is a high level of challenge and the work being done is constantly linked to the pupils' previous learning in other subjects. The relationships between the teachers and the pupils are very positive and consequently the pupils sustain concentration and gain confidence to explain their own descriptions and thoughts. In mathematics lessons they willingly explained their methods of calculation because of the positive encouragement of the teachers. This is a very good teaching technique and helps to consolidate what the pupils have learned.

22. When the quality of teaching is satisfactory, the lessons are planned well but the pace of the work is often not as brisk. This can lead to the pupils taking their time over their tasks and their progress during that lesson slows down. Sometimes the higher-attaining pupils find that the tasks provided specifically for them do not provide sufficient challenge. There were one or two occasions when the teacher interrupted the flow of the pupils' work to make small adjustments to the work of just a few. As this did not apply to the whole class, these teaching techniques stopped the work of the whole class unnecessarily.
23. The school has developed very reliable procedures to track each pupil's progress. The quality of the teachers' marking of the pupils' work is good, especially in English and mathematics. The teachers develop records effectively at the end of a theme or topic in all subjects. The quality of the on-going assessments made by the teachers is good. The analysis of these records is used efficiently to plan additional work for those who have not understood or mastered what they have been taught or to use extra work for those who have exceeded the expectations. In all classes the pupils are set homework. This ranges from reading to writing and mathematical tasks and overall the amount of work set in each class is satisfactory.

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

24. The school provides a good broad and balanced curriculum which is relevant to all its pupils. There are policies and schemes of work for all subjects. The curriculum for the Foundation Stage and for infant and junior children is equally good. Curriculum opportunities for pupils with special educational needs are also good. They are well supported by teaching assistants and enjoy full access to the breadth of the curriculum. The school meets the statutory requirements for all subjects including religious education and daily assemblies include an act of collective worship.
25. The teachers use nationally recommended schemes of work, which support them in planning the curriculum and ensure that all aspects are taught. Curriculum time is appropriately allocated and a teaching timetable is drawn up for each class. This is kept under review and changes are made periodically to improve the provision. For example, changes to the design and technology programme are currently being considered in order to use time more efficiently. Clear learning objectives are identified for each lesson and assessments of pupils' work are directly related to these. Day-to-day planning is well adapted to take account of pupils' understanding. Subjects are planned separately but there are good cross-curricular links, especially between English, mathematics and information and communication technology and other subjects. In addition, a topic-based approach involving science, history, geography and design and technology in Years 1 and 2 gives coherence to the Key Stage 1 curriculum. The school establishes good links between classes in order to make aspects of the curriculum more relevant. For example, the pupils in Year 4 are producing pop-up books for the children in the reception class

and those in Year 6 are preparing a Power-Point presentation about the school for pupils in Year 2.

26. The curriculum planning has been reviewed since the last inspection when weaknesses in English, information and communication technology and music were identified. The school's focus on English, mathematics and information and communication technology has resulted in a significant improvement in curriculum provision in both teaching and resources. Consequently, there has been a corresponding improvement in standards in these subjects throughout the school. The provision for music has also been addressed and is now satisfactory. The constant review of the curriculum to ensure that appropriate provision is being maintained will now focus on science and the foundation subjects.
27. The well-planned curriculum promotes equal opportunities very well and all pupils have access to the curriculum. All the teachers make very good use of ICT to enhance their teaching and draw upon planning documents stored on the school's own CD-ROM, to plan their curriculum. The teachers' plans include specific provision for lower-attaining pupils and refer to the targets outlined in their individual education plans. The provision for special educational needs pupils is good. The recommendation of the revised Code of Practice for pupils with special educational needs is fully implemented.
28. The school places great emphasis upon the development of the pupils' personal, social and health education (PSHE). It is consequently promoted very well throughout the school. Lessons are planned in all classes and these form a vital role in developing the pupils' attitudes and respect for others. Appropriate policies are in place for sex education and drugs awareness and parental approval is sought prior to some of the specific programmes. The school includes designated time for teaching personal, social and health education on the weekly timetable of each class and the pupils in Year 6 visit the life skills centre in Bristol where they are presented with problems. They work through scenarios involving making decisions in fictitious contexts, which sometimes have direct application to their lives, for example how and when to use the 999 emergency services. There are regular opportunities during school assemblies and in discussion times in lessons to promote pupils' self-esteem. The pupils recognise the teachers as good role models. The teachers' high expectations of pupils' behaviour and the mutual respect between teachers and pupils create a very good social environment throughout the school. The pupils are aware of the need for a healthy diet and the enthusiasm for fruit, at break-time, demonstrates a change in attitudes for many since the introduction of this type of mid-morning snack.
29. The curriculum is enhanced by a variety of out-of-lesson activities for boys and girls in the junior part of the school. These include gym club, computer club, recorder group, public speaking club, badminton, art club and a football club for the pupils in Years 5 and 6. The choir is enthusiastically supported and performs at events such as the summer fayre and at the village Christmas celebration, along with the Midsomer Norton band and the Timsbury ladies' choir. The school has increased the number of educational visits since the last inspection and now makes good use of local facilities. For example, the pupils in Years 1 and 2 went to Willsbridge mill on a nature visit. Those in Year 3 visited the Roman baths and Year 5 pupils went to Bath museum of work. This was in conjunction with their study of Victorian life. Visitors to the school also enhance the curriculum. A storyteller worked with the infant children and an Indian dancer visited the school during Diwali. A 'Tudor pedlar' gave the children the opportunity to hear stories, dress up and handle artefacts of the period as well as observing the firing of a musket from a safe distance. The pupils in Year 6 enjoyed an extended visit in the summer term and last year spent five days at The Bluff Field Trip Centre. This visit included opportunities to study the local environment, which includes cliffs and rock pools. These experiences have a good

impact on the development of the pupils' history and geography skills and help to raise the standards of their work. Pupils also had the opportunity to experience aspects not available in school and enjoyed a range of creative activities with local artists and potters.

30. The constructive relationship with playgroups and other schools is very good. The teachers of the Foundation Stage visit all local groups and meet the children before they come to school. The special educational needs network supports these pupils very well when it is necessary. The links with the local secondary school are very good and all children in Year 6 are well prepared for entry to their new school. School visits and the exchange of records ensure a smooth transition. The school also has good links with the church and the pupils visit the church on many occasions. The vicar is a governor of the school and regularly takes school assemblies.
31. The provision for pupils' personal, spiritual, moral, social and cultural development is very good overall and there has been good improvement since the last inspection.
32. The provision for the pupils' spiritual development is very good. All staff develop the pupils' self-esteem and self-worth very effectively. This is central to the school's ethos and is clearly seen in all the teaching and in the quality of the relationships developed through the school. All pupils are included and each individual is valued. The assemblies have a strong element of reflection and a candle is regularly lit to help pupils to focus on their thoughts. Themes are well planned and include a range of important issues for pupils to reflect upon, such as self-awareness, coping with difficulties, discrimination and hate and, during the inspection week, trust and commitment. One particularly good example was seen in an assembly run by the deputy headteacher. Through skilful use of computer presentation, involving pupils through drama, 'interviewing', interaction and questioning, the pupils were encouraged to consider and reflect on what it means to have courage and faith in the face of uncertainty and opposition.
33. The provision for pupils' moral and social education is excellent and is a real strength of the school. The staff provide excellent role models in their care and concern for pupils and in the relationships that are developed through the school. The consistent way in which staff manage the pupils, their high expectations of behaviour and of the need for pupils to think about the effects of their own behaviour are very important. For example, on one of the rare occasions when there was a possible conflict between a pupil and a teacher, instead of allowing the problem to get out of proportion, the teacher simply said quietly, "I can't believe you did that." The boy immediately recognised how inappropriate his behaviour was and the problem was over. The personal, social and health education programme helps the pupils to consider some current social and moral issues. They are taught how to treat property and each other with care and consideration. The School Council also encourages the pupils to make responsible decisions. Out-of-lesson activities, including visitors and visits to places of interest, also make a good contribution to pupils' social development. The teachers often take opportunities in lessons to develop a sense of moral and social responsibility. For example, the pupils in a Year 4 geography lesson were looking at St Lucia and sensitive links were made to the work of Martin Luther King and relationships between black and white communities. Many such opportunities are taken in assemblies.
34. The provision for pupils' cultural development is good. The school seeks to prepare pupils for life in a society of many cultures. Although Christianity is the main faith taught, other faiths are looked at and pupils are encouraged to think about what we all have in common and what we can learn from each other. Assemblies often help the pupils to think about broader issues of culture. These include racial discrimination and Martin

Luther King, a holocaust memorial, Diwali, Ramadan, Chinese New Year and a look at the 'global village'. Opportunities are provided in geography for learning about ways of life in other countries and there is an active link with St Lucia. The pupils in Year 2 work on Van Gogh and those in Year 6 worked on drawings and paintings of Lowry and the pupils in various classes have done pieces of writing on the 'Bard', William Shakespeare. However, the development of the pupils' cultural awareness is not sufficiently evident. The inspection judges that the school could make more use of opportunities to extend pupils' awareness of the rich culture of the western world in the creative arts such as music, painting and dance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school's procedures for child protection and for ensuring the pupils' welfare are very good overall. This is an improvement since the last inspection. The procedures for monitoring and improving good behaviour and eliminating oppressive behaviour are excellent. The support for the pupils' personal welfare is very good, reflecting the caring ethos that is evident throughout the school. In recent years, the school has succeeded in creating a very positive ethos, which emphasises the need for teamwork, co-operation, positive behaviour, self-esteem and self-awareness. The headteacher maintains a 'Concern Book', where any member may make a confidential entry. All members of the school community contribute to the friendly, sharing and secure environment. This means that the pupils feel confident, safe and happy, which makes a positive contribution to their achievements. All procedures relating to health, welfare and safety are in place, including the storing of medicines, maintenance of registers, fire drills, accident book and first aid arrangements. The headteacher recognises the need, given the large number of relatively new teachers, to arrange for whole-school staff development work on child protection. There has not been any serious accident in the school. The school maintains good relations with Social Services. There is a comprehensive and effective personal, social and health education curriculum across the school, which emphasises health and safety. There has been an increased number of pupils eating fruit at morning break as the result of the healthy eating initiative. The pupils are encouraged to share ideas and to think about the lives of others, which contributes significantly to their social development.

36. The school monitors and supports the pupils' personal development very closely. Most problems are resolved quickly and effectively by the class teachers. The school's Step 4 system means that, when there is a persistent behavioural problem, parents are involved and the pupil agrees to strategies for improvement. These are recorded but such incidents are rare. The teachers know the pupils and their families very well. Families find it easy and comfortable to turn to the school for help. All members of staff provide excellent role models in their warm relationships with the pupils. The teachers use praise well to enhance pupils' self-esteem and confidence. While there are few entries in the Step 4 book, there are many in the Good Work and Happy Books and on the Well Done Board. The pupils grow in self-confidence during their time in the school. The assemblies emphasise appropriate moral and social values and are celebratory, community occasions. The calm, supportive atmosphere that the school creates gives the pupils a secure sense of belonging and encourages them to work co-operatively, both within and outside the classroom. The pupils are expected to – and do - take responsibility and use their initiative. The School Council is effective in promoting the pupils' responsibility and leadership. Issues such as broken paving stones, the state of the toilets, and playground games are discussed; solutions are agreed, sometimes after a vote. The outcomes are monitored by the pupils and reported at the next meeting. The pupils also decide upon the use of 'Golden Time', which is their reward for good attitudes and behaviour. The school has a comprehensive health and safety policy, backed by clear procedures. The governing body works well with the headteacher to ensure that

any hazards are identified and dealt with promptly. The pupils themselves are very aware of the importance of safe practices and follow good routines in the gym and in science lessons. External agencies are involved without delay when required.

37. The procedures for promoting and improving attendance are very good. There is systematic monitoring of absences. The school emphasises to parents the importance of continuity of attendance.
38. The school is a community committed to providing care, concern and respect for people, and this creates an atmosphere of mutual respect and trust. The school believes that all children can behave well or can be encouraged to improve their behaviour. These expectations are constantly communicated to the pupils, which helps them to reach their full potential by minimising the distractions to their learning. The school is fully inclusive. The teachers, supported by the learning support assistants, are very skilled in involving pupils in activities appropriate to their abilities and development. There is a positive and consistent approach to behaviour, which is very effective. There are excellent systems in place to promote and celebrate good behaviour, good manners and other desirable attitudes by positive reinforcement, including entries in books of celebration, awards and certificates. The pupils value these incentives which may be awarded for good work, effort, behaviour, or a special contribution to school life for which the pupils themselves put forward nominations for the Fair Play Cup.
39. The procedures developed by the school for assessing and recording what each pupil has achieved are very good. Each teacher maintains a comprehensive record of what each pupil can do at the end of each lesson. These records are noted on the back of the lesson plans and form a reliable system to gauge each pupil's progress. The school makes very good use of assessment tasks at the end of a theme in each subject and also uses the optional national tests in Years 3, 4 and 5 effectively. A prediction is made for each pupil that indicates what standards they are expected to reach at the end of each year. This helps the teachers to keep account of each pupil's progress. Where a pupil does not seem to be reaching the predicted targets the teachers assess the situation well and often include the pupils into booster groups for literacy and numeracy. Tracking records are also kept which enable the teachers to plot each pupil's progress over an extended period and to predict the level of attainment they are expected to reach by the end of Year 6.
40. For the pupils with special educational needs, the school maintains very good records of their progress and their movement between the stages of the Code of Practice. There is a very good system for teachers and support staff to record observations and events pertaining to particular pupils, which forms a basis for the assessment of progress. These pupils benefit from the high standard of care provided by the staff and the very good relationships which exist throughout the school. The school promotes a positive climate to encourage the pupils with special educational needs and as a result all have a very good attitude to work. They benefit from working alongside their peer group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The parents support the school very well. There is a very vigorous Parent-Teacher Association (PTA), which raises a great deal of money that is used to enhance the school's resources. A small number of parents help in the school in classes, on trips to the swimming baths and with reading. This parental commitment has a beneficial influence on the pupils' commitment to the school and their achievement and progress.

42. Over half the parents responded to the inspection questionnaire. These parents believe that their children like school, are taught well and make good progress. They consider that their children are expected to work hard and do their best, and are helped to become mature and responsible. They find the school approachable if they have a problem. They also say that behaviour in the school is good. Inspectors agree with this picture. However, there are several areas where some parents feel that the school could be better. Some parents feel that their children do not get the right amount of work to do at home. The view of inspectors is that the amount of homework is suitable. Some parents do not consider that the school provides an interesting range of activities outside lessons. The range of out-of-lesson activities, particularly the field trips and school visits, impressed the inspectors. Some parents do not think that the school is well managed and led. There is no evidence to support these views and the inspection team judges that the leadership of the headteacher is outstanding. There is also no evidence to suggest that the school does not work closely with parents. The annual reports to parents about their children's progress are informative. They describe very fully what each child knows and can do and they set targets for improvement in English and mathematics. However, the parents could be better informed about their children's progress as some of the targets in the annual reports are expressed in complex educational terms which are not easy to understand.
43. Nevertheless, the quality of information provided for parents is good overall. The parents find it easy and comfortable to approach the school when they have questions or problems. All parents receive a comprehensive information pack in September each year which includes the home-school agreement, key school policies and details about the curriculum that the pupils in all classes will be following during the year, as well as 'Useful Things to do at Home' and 'How to help your child with reading'. These are given out at an afternoon meeting, which gives the parents the opportunity to meet the new class teacher and discuss their child's development and also their on-going attainment targets for the year. The parents value this opportunity. The regular newsletters are informative and remind parents of key dates and events. The reading diaries and home/school books provide opportunities for a real dialogue between home and school about each child's progress and most teachers use these very effectively, entering encouraging and detailed messages to which many parents respond to report progress, register concerns and ask questions. The reception class children also take home a Jolly Phonics Book to show parents the letter sounds, with actions, which the children are doing at school. All of these are excellent channels of communication between home and school. The prospectus sets out the school's policies clearly. The governors' annual reports to parents are clear and meet the requirements.
44. The provision for the pupils with special educational needs is good. The parents of pupils with special educational needs are fully involved in their children's education and are kept informed about their progress. The individual education programme (IEP) reports for the pupils with statements are discussed with parents formally each term. They are invited to attend meetings when the targets are set in the individual education plan. The parents participate in review meetings to discuss the needs and progress of their children. The pupils are also involved in setting their own targets when appropriate.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. There has been a significant improvement in the quality of leadership and management of the school since the last inspection. The leadership and management of the headteacher are excellent. She has been the driving force behind these significant improvements since she was appointed following the last inspection in 1998. She has a very clear vision for the future developments of the school. She has developed very good

relationships with all staff, governors and pupils. She has created a talented and dedicated team in which all adults work very effectively together for the benefit of all the pupils. The headteacher has very good communication skills and has delegated responsibilities very effectively. She places the need of the pupils at the centre of all that is planned throughout the school. She has very high expectations and expects all developments to have a positive effect upon the quality of education provided for them.

46. The recently appointed deputy headteacher plays a significant role in the management of the school. He sets a very good example and works very closely with the headteacher in planning the future. He gives his full support to the headteacher, the staff and the pupils. In partnership with the headteacher, he assists with the continual monitoring of the school's performance very effectively.
47. The subject co-ordinators have a good understanding of the strengths and weaknesses of their subjects. They have a good grasp of their responsibilities. There has been considerable improvement in the management of the literacy and numeracy developments throughout the school. This accounts for the significant improvements in the pupils' standards of work since the last inspection. The co-ordinators for these two subjects are very effective and have a very clear understanding of what needs to be done next. The other co-ordinators have a clear vision for future developments and have identified the need to watch and assist in lessons to improve further the quality of the pupils' work. However, at present, the school has not given these co-ordinators the same opportunities, time and advice to develop their roles as has been given to the managers of English and mathematics. The school does not set aside enough opportunities for the staff with responsibilities to share the monitoring of the pupils' work or the teachers' planning. **(This is a key issue for action).**
48. The school monitors its performance very well. The performance management procedures are undertaken effectively and this has helped to raise the quality of education and teaching throughout the school. The school development plan has clear objectives, which are put together by the headteacher, the staff and the governors. The monitoring of the successes of the school plan is good and provides everyone with an up-to-date analysis of improvements being achieved.
49. The provision for pupils with special educational needs is managed well by the special educational needs co-ordinator. There is a policy, which outlines all procedures in accordance with the recommendations of the Code of Practice. The guidelines are followed and the recommendations of the new Code of Practice are being implemented. Comprehensive information related to special educational needs is easily accessible. All pupils with special educational need are fully included in all aspects of the life of the school. The school benefits from the management of a dedicated team of classroom assistants who provide very good support. Valuable support is received from meetings held between local schools to discuss issues related to special educational needs and training available from local authority and national training initiatives. The school is supported effectively by outside agencies, for example the educational psychological service and links with other schools through a Network group. A specialist teacher visits the school regularly to advise and assess pupils' needs, which are usually associated with the development of their social skills. Targets are set and work is planned to match the pupils' individual needs. The non-teaching staff have full access to any training which is relevant to their professional development, and all have gained the City and Guilds certificate for learning support.
50. The governor with responsibility for special educational needs visits the school regularly and has very good knowledge and understanding of the school provision and the

implementation of the revised Code of Practice. He attends the local authority forum for governors as part of his on-going training.

51. There have been considerable improvements in the role of the governing body. The governors play an active role in the management of the school. They visit the school frequently and have a 'Governor of the month'. This arrangement works well and many governors have spent time in each classroom and speaking to co-ordinators about their responsibilities. They give a verbal feedback following each visit and consequently the strengths and routines of the school, as well as areas for improvement, are discussed at committee and full governing body meetings. The governors meet regularly at full meetings and receive reports from the four committees about various aspects of school management. In all respects they fulfil their responsibilities very well.
52. The financial resources allocated to the school are used prudently and the headteacher and the finance committee monitor the expenditure very effectively. Although the school may experience a shortfall in its budget allocation during the next financial year, a forecast increase in the number of pupils on roll should rectify this by the end of the next financial year. The school makes good use of the additional grants, especially the funding from the National Grid for Learning to develop the equipment for information and communication technology. The school makes excellent use of the modern ICT equipment to support the teaching and learning of other subjects. All teachers use the school planning documents, which have been put onto a CD-ROM by a member of staff, very effectively to plan their lessons. This is an outstanding use of ICT. The money allocated for pupils with special educational needs is used effectively to support these pupils in small groups and in their individual work. The school has reliable systems in place to ensure that it gets best value for money when buying equipment and also when considering the role of staffing the school.
53. The level of staffing is good. All teachers and classroom assistants have relevant qualifications and experience. This wealth of knowledge is used very well and consequently has a positive impact upon raising the quality of the pupils' work. The accommodation is generally good. The classrooms are spacious and provide good teaching facilities. The size of the hall is adequate for the number of pupils on roll and the school's immediate environment is being developed with imagination. However, the state of repair of the toilets, especially the ones for the older boys, is poor and is a health and safety issue. The corridors are also in need of repair and redecoration. These corridors are very cold in the winter because of the construction and the lack of heating. **(These are areas for the governors to consider for action)**. The quality and quantity of resources throughout the school are sufficient in most subjects; some pieces of equipment such as science equipment and poster materials to promote the arts and culture are becoming depleted and worn out. In the Foundation Stage, the resources used outdoors for physical development are unsatisfactory as there is no climbing equipment or wheeled vehicles to develop the children's skills. **(This is a key issue for action)**.
54. The school has made very significant progress since the last inspection. The quality of education provided has improved overall with marked improvement in the very good quality of teaching in English, mathematics and information and communication technology. Consequently, as the cost per pupil is below the national average, it is judged that the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The governors, headteacher and staff should :

1. Raise the standards in subjects where the standards are broadly average, especially in science at the end of Year 6, by enabling the co-ordinators to develop their subjects following the good practice, methods and expertise used in the leadership of English and mathematics, (Paragraph 90)
 - a. when monitoring the teachers' planning and
 - b. when developing the quality of teaching, and the quality of the pupils' work. (Paragraphs 47, 95)
2. Improve the quality and quantity of resources for teaching in all subjects throughout the school but with particular emphasis upon the provision made for the Foundation Stage. (Paragraphs 53, 71,95)

Issues for the governing body to consider include:

3. Repair, refurbish and redecorate the toilets and the corridors. (Paragraph 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	23	8	0	0	0
Percentage	2	30	50	17	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.

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)	N/a	174
Number of full-time pupils known to be eligible for free school meals	N/a	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	23

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	8
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	4.7
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	15	14	17
	Total	27	26	29
Percentage of pupils at NC level 2 or above	School	93 (90)	90 (93)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	15	15	16
	Total	27	26	28
Percentage of pupils at NC level 2 or above	School	93 (90)	90 (100)	97 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	12
	Girls	14	15	15
	Total	23	26	27
Percentage of pupils at NC level 4 or above	School	82 (71)	93 (79)	96 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	11
	Girls	13	14	15
	Total	20	25	26
Percentage of pupils at NC level 4 or above	School	74 (82)	89 (79)	93 (91)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	172	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	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)	8.5
Number of pupils per qualified teacher	23
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	125

Financial information

Financial year	2002/2003
----------------	-----------

	£
Total income	384,188
Total expenditure	367,502
Expenditure per pupil	2,137
Balance brought forward from previous year	25,778
Balance carried forward to the next year	16,561

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	174
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	35	5	2	1
My child is making good progress in school.	50	42	2	1	3
Behaviour in the school is good.	48	41	4	1	4
My child gets the right amount of work to do at home.	32	44	13	4	5
The teaching is good.	56	39	1	0	2
I am kept well informed about how my child is getting on.	30	50	14	3	1
I would feel comfortable about approaching the school with questions or a problem.	51	40	7	0	0
The school expects my child to work hard and achieve his or her best.	56	40	1	0	1
The school works closely with parents.	28	49	12	6	3
The school is well led and managed.	36	40	15	3	4
The school is helping my child become mature and responsible.	48	43	3	0	4
The school provides an interesting range of activities outside lessons.	28	42	13	5	10

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

56. Careful arrangements are made to familiarise the children and their parents with the routines of the school before they start school in September. For the first few weeks of the autumn term the children attend part-time and gradually become full-time by the October half term. Because the local playgroup uses a classroom in the school, the children become acquainted with the layout of the classrooms, the hall and the playground before they start school in the reception class. As a result, they have opportunities to use the hall for physical education sessions and to meet the teachers and other adults. Through this process they develop confidence around the school and the small playground, which ensures that there is a smooth transition.
57. The attainment of the pupils entering the school at the age of four years reflects the full range but is clustered around the average for all areas of learning.
58. The quality of teaching throughout all areas of learning for the Foundation Stage is good overall and often very good. The teacher plans the curriculum effectively and makes good use of resources available. However, the equipment for physical development, especially the outdoor facilities, is very limited. The class assistant and the teacher form a cohesive team. They work together very well to support all children. There are times when the class assistant plays a vital role in developing the children's skills, knowledge and understanding in all subjects. She gives small groups of children very good support. This important responsibility could be extended further during the sessions when the teacher teaches the whole class. There are a few children who find it difficult to concentrate fully and they would benefit from her encouragement.

Personal, social and emotional development

59. Almost all the children are on course to reach the early learning goals for their personal, social and emotional development. Throughout the reception class they grow in maturity and their personal development is good. They have a good awareness of appropriate behaviour. They listen for extended periods in story time and also in whole-school assemblies. They appreciate the needs of others around them and they are also developing sensitivity to the different needs of animals.
60. The children are kind and considerate towards each other. They work alongside each other well, take turns politely and in most cases raise their hands to offer suggestions and to answer questions. For example, in a numeracy lesson they co-operated very well as they traced the shapes of numerals on each other's backs. When upsets happen or a child has difficulty waiting their turn, these situations are managed sensibly and tactfully by the teacher and the classroom assistant.
61. When undertaking tasks the children work with sustained concentration. When they are given a choice of activities they choose carefully. This is well organised by the teacher who uses a large display board which lists all activities. The number of smiley faces placed against each activity indicates the number of children allowed and the children place their marker against an activity only if there is space available. The children are very trustworthy.

62. Most of the children are confident. They willingly discuss their work. Most of them are very lively and interested in what they do.

Communication, language and literacy

63. Almost all the children are on course to have successfully completed the early learning goals for this area of their learning by the end of the Foundation Stage. Most of them already speak clearly and confidently when talking to adults. Nearly all listen well and they willingly respond to stories and songs. The development of speaking and listening skills is consistently emphasised by the teacher and the classroom assistant. This skill is valued by the teacher as a preliminary skill to reading. She encourages all children to reply in full sentences and will repeat good sentences spoken by a child to reinforce this importance. The children are well managed in group work but on occasions the class assistant could help the lower-attaining pupils more by encouraging them to offer answers and to listen more attentively.
64. Most children are developing the early skills of reading well. Some are already reading simple words and making informed guesses at longer words by using their understanding and meaning of the story to give them clues. For example, during the inspection the teacher wrote three simple sentences about the story she had read. The children were then asked to sequence these sentences. Although they could not read all the words, most of them were able to make realistic suggestions about the order by knowing some of the simpler words from the story text. Nearly all the children are copying from the teacher's writing for them and a few are beginning to select words they need from displays around the classroom. Some are writing and making marks to represent tickets for their airline company and others are making books of travel routes and passports. In numeracy sessions they explain their counting processes effectively and clearly, using the correct words such as add and subtract.

Mathematical development

65. The quality of teaching for this aspect of the children's learning is good. The teacher plans the lessons very effectively to cover all aspects of the children's mathematical development. Good opportunities are taken during the registration period each day for the children to count the number of children present and those wanting school dinners. Almost all the children can count up to 10 accurately and many can already count to 20 forwards and backwards. They all show confidence in their number work when adding or subtracting one from a given number. During the lesson observed the teacher made effective use of the story of Mr Gumpy who travelled in a boat. The children were eager to add or to take away one person from the boat. A few were able to add up to 3 more in their heads and were proud to demonstrate this. All children can describe 'longer' and 'shorter' when making models or collecting objects from around the classroom. This was observed as they compared successfully the lengths of different model boats brought in by the teacher. Most are developing a secure knowledge of the properties of simple two/three-dimensional shapes, such as a square and a cube.
66. With an imaginative use of play dough the children created the shapes of numerals and into these they stuck the correct number of counters. A few children understand that numbers such as 7 can be split into a 3 and a 4. The teacher and the classroom assistant make good use of dice and counting games, such as bingo, to consolidate the children's knowledge of numbers up to 10.
67. Almost all the children are on course to reach the early learning goals for mathematics by the time they enter Year 1.

Knowledge and understanding of the world

68. The quality of teaching and the provision made for the development of the children's knowledge and understanding of the world is good. The development of their scientific awareness is fostered effectively. They have experienced the effects of wind when running across the playground flying a kite they had made. They realise that animals need to be carefully handled and should be returned to their natural habitat. This was evident when a neighbour brought in the frog in a plastic jar. The teacher reminded them that loud noises and sudden movements frighten creatures such as frogs. They responded very well, passing the container from one to another very gently. They looked closely at the frog and showed curiosity and interest. One commented that 'The frog is croaking'. One girl expressed concern that the frog might not be able to breathe in the plastic container.
69. All children are developing a good sense of history. They have collected photographs of themselves as babies and also of their grandparents. This has given them a feeling of passing time. Their knowledge of their immediate environment was strengthened with a journey around the school building. Many of the children took photographs of areas they considered to be important, such as the hall and the main entrance door. Nearly all children are developing secure skills in the uses of ICT and can operate the listening centre competently. They can drag and drop objects across the computer screen using a mouse and show good control of the remote-control led car called 'Tommy'.
70. Almost all are developing a good understanding of what will float and what will sink as they play in the water tray with a wooden block, a plastic ball, a metal screw, a sponge and a leaf. The development of their language is good. They use appropriate words to describe what they discover and to make predications about the properties of the materials they are using. Nearly all children are developing a good knowledge and understanding of the world around them and are on course to reach the early learning goals for this aspect of their learning by the end of the Foundation Stage.

Physical development

71. The quality of teaching in this area is good and the lesson in the hall using large apparatus was planned effectively. The high quality of class management ensures that the children are fully aware of the safety requirements in their PE lessons and also that there is a need to warm up before taking part in strenuous activities. All children respond immediately to the teacher's commands. This was seen in the lesson when they stopped at once when the tambourine was hit. They have good co-ordination and have a good sense of balance. They are beginning to understand the special words used to describe their rolling and travelling movements. However, a few still have difficulty rolling forwards. The children use a secure area outside their classroom and have planted bulbs in pots. However, this is the only interesting feature in an otherwise undeveloped area. The school has no climbing equipment and the selection of wheeled vehicles that help the children to pedal and steer is very limited. **(This is a key issue for action).**
72. The facilities in the classroom are satisfactory. The pupils are becoming increasingly skilful in cutting, sticking and controlling smaller equipment such as pencils, brushes and a computer mouse. Almost all the children are on course to reach the early learning goals for this area of their development.

Creative development

73. The provision for the children's creative development is good. The quality of teaching is good and the lessons are planned well. Almost all the children are already reaching the early learning goals for this aspect of their learning. They have recently made percussion shakers from plastic bottles, tins and boxes, half filling them with pebbles, peas and other smaller objects. These have been decorated very effectively and are used to tap out rhythms and a steady beat in accompanying singing and movement. The role-play areas are well equipped with toys, costumes, and materials. For example, currently the children enjoy the environment of an airport. They take telephone bookings for tickets, issue passports and wearing the pilot's uniform, – "fly all over the world". They also make books and enjoy modelling numerals in soft malleable materials. Their paintings of balloons on display around the classroom show that they paint with bold strokes and make good use of colour. All children perform dance using percussion instruments with enthusiasm and skill. The teacher also makes effective use of stories such as 'The Enormous Turnip' as part of drama and movement sessions. This helps the children to develop their imagination when creating movements as well as enhancing their musical skills.

ENGLISH

74. The results in the 2002 National Curriculum tests at the end of Year 2 show that standards in reading and writing are above the national average. The 2002 results at the end of Year 6 are well above the national average. The proportion of pupils reaching the higher Level 5 in Year 6 is also well above average. These results show a very significant improvement since the last inspection and also since the national tests in 1999.
75. The pupils' progress is very good throughout the school. The evidence collected during the inspection shows a very consistent picture of improving standards through the school. Most pupils enter Year 1 with a sound vocabulary and they speak quite confidently. Their reading and handwriting are broadly average at that stage. By Year 2 most pupils have developed their vocabulary and have good speaking and listening skills. Their reading skills are above average and pupils are developing a love for books and the skills to use them. Their writing skills are developing well and several are producing good pieces of quite extended writing. By Year 6, most pupils are above the expected level for their age in speaking, listening, reading and writing. They are confident and expressive, read a broad selection of fiction books and use books and computers skilfully to find information. They have a pride in their work and are able to use a range of formal and informal writing skills across a range of subjects.
76. All pupils are developing speaking and listening skills well in Year 1. They talk about their work with confidence and understanding. In a Year 2 lesson, pupils were discussing a big book, 'The Raja's Big Ears', with clear enjoyment and understanding. They talk knowledgeably and with understanding about his character and the more able can expand on what they think by referring to the text. One boy explains that the word 'enchanted' means 'kind of magical and special'. A girl says it reminds her a bit about Vincent van Gogh, who '...had an ear cut off!', and referred the inspector to a display of his work. Another girl makes the link with what they have been doing in their circle time and explains about 'prejudice'. By Year 6 pupils have a wide vocabulary and express themselves fluently and confidently when talking in a whole-class situation, in groups together or with adults. All pupils, including those with special educational needs, are well involved in the lessons and take part in discussions freely.
77. Throughout the school the pupils read with expression and they have a good knowledge of how to use books, which helps them to use books properly for finding out information.

The pupils in Year 2 explain clearly how the school library is organised and know how to use the contents pages, indices and glossaries in books. They discuss the work of authors and illustrators competently and can explain the use of captions. They read fiction and non-fiction books and know the difference between them. The pupils in Year 2 enjoy reading and read regularly at school and home. Almost all pupils in Year 6 are reading independently and fluently and are above the level expected for their age. They have very positive attitudes and talk with understanding about using books and the Internet for research, as well as reading fiction for pleasure. They read with expression and understanding and talk knowledgeably about the plot, the setting and characters in stories. In a regular library session with the pupils in Year 6 they work sensibly in groups to research a variety of topics on different subjects, including religious education, music, history, geography and science. One girl efficiently checks books in and out using the computerised scanning system.

78. The pupils' writing skills are developing well. Many pupils in Year 1 are writing sentences and have a good understanding of how and where to use full stops and capital letters. The pupils with special educational needs are able to write phonetically simple words correctly. Most of the pupils in Year 2 are working on antonyms and compound words and are able to partition compound words and reverse the process. Attention is paid to spelling and handwriting and pupils have a pride in the presentation of their work. By Year 5 when they were observed writing about myths, pupils showed effective spelling techniques, such as 'doubling the consonant'. They know how to structure a story and make it interesting. The pupils in Year 6 made a detailed analysis of different types of formal and informal written language and produced their own work, such as invitations and letters of complaint, using the appropriate style. They made good use of ICT to produce their invitation and produce above average and good quality extended writing.
79. The pupils have very positive attitudes to learning English. These are the result of very good relationships in class and teachers' high expectations of behaviour. The pupils work well independently or in groups and are remarkably well focused on their lessons, whether discussing in the whole class or working individually or in groups. Because of these very good attitudes and the high quality of teaching, progress made through the school is consistently good.
80. The quality of teaching in English lessons seen during the inspection was very good. Effective teaching includes very good planning with clear learning objectives, which give pupils a target for learning during lessons. The teachers engage pupils very well in discussions, making sure that all are involved by targeting appropriate questions at individual pupils. There is a brisk pace to teaching. The pupils are very well managed by teachers and relationships are very good, thanks largely to the excellent examples set by teachers as role models. A variety of well-planned activities usually include high, but realistic, expectations of work, based on teachers' assessment of the pupils' abilities. Effective reading record books are up to date and contain useful comments, from their parents as well as teachers, about how well children are reading. These assessments allow the teachers to plan work aimed at the needs of different pupils so that they all, including higher-attaining pupils and those with special educational needs, are suitably challenged by their work. The pupils' spiritual, moral, social and cultural development is supported well in lessons. The pupils are encouraged to explore their feelings, emotions and relationships. Although the range of books that reflect other cultures is limited, they are well used by teachers. Computers are increasingly well used by teachers to help pupils in their work. As part of their work on oral storytelling the pupils in Year 5 have made their own very effective digital recordings of each other using oral techniques and telling stories. In a literacy lesson for Year 6 in the computer room the pupils were observed performing tasks with confidence and competence in their use of their

computer skills to enhance their work. The pupils' work is well marked and follow-up discussions with the teachers help them to know what they have to do to improve further. The pupils all have targets for improvement and well-considered comments in books give encouragement and also guidance on how pupils can improve and are often clearly related to those targets. The teaching assistants support the pupils well and work closely and effectively with the teachers.

81. The leadership and management of English are very good. The co-ordinator has benefited from advice and guidance from the headteacher about how to organise classroom visits when observing lessons and how to develop each teacher's strengths, as well as how to give advice that will help them to improve the quality of their teaching. Consequently, the planning and teaching of the subject are very effectively monitored in the school by the headteacher and the co-ordinator. The assessment procedures are very good and very effective use is made of recording pupils' progress in order to provide extra help and support to pupils who may not be reaching their predicted targets. The teachers set individual targets for pupils and these are regularly reviewed and are helping teachers to focus appropriately on the learning needs of individual pupils. The quality and quantity of the resources are good. However, the need for a wider selection of fiction books has already been identified.
82. The school library is attractive and very well organised and used and is a valuable resource. The spacious classrooms are well set out and effectively used. Attractive displays of the pupils' work help to make the working environment pleasant and stimulating. The National Literacy Strategy has been well developed in the school and is helping to raise standards. There are very good links with other subject areas. In one very good Year 2 literacy lesson, for example, there were specific links made with five other subject areas. There has been very good improvement in English since the last inspection.

MATHEMATICS

83. Inspection evidence indicates that the pupils' standards of attainment by the end of Year 2 and Year 6 are above those expected nationally. There has been a very significant improvement since the previous inspection. In the 2002 national tests, all pupils, including those with special educational needs, attained the nationally expected Level 2 by the end of Year 2 and almost half attained Level 3. By the end of Year 6 most pupils achieved Level 4, which is the level expected for their age; almost one-third of pupils attained the higher Level 5. There is no significant difference between the attainment levels of boys and girls.
84. The pupils in the current Year 2 can describe and classify common two-dimensional shapes. They understand the similarities and differences between rectangle and square. They extend their learning to include three-dimensional shapes and they know that the shapes have faces and edges. The pupils have good knowledge of mathematical vocabulary, particularly when describing the position of objects in relation to one another. Almost all can give directions to one another to replicate a pattern using a wide range of two-dimensional shapes of different colours. They know left and right and understand that the accuracy of these terms is dependent on the position of the speaker when giving directions. The pupils also have a secure understanding of place value of tens and units and know the correct series when counting in twos, fives and tens. They are beginning to make estimates when making measurements or calculating number problems so that the answers are judged to be realistic.
85. The pupils in the current Year 6 have a very secure knowledge and understanding of place value and the changes evident when multiplying by 49 or 51. Their mental

calculating is above average and they can carry complex facts in their heads while they work out answers. For example, when the pupils were challenged to solve problems concerned with estimation using numbers to two decimal points they were given the problem of what should they do to round up or down 0.5. They can use fractions including tenths and hundredths. They can find simple percentages of whole numbers competently. They can all calculate the perimeter and areas of simple shapes and can identify diagonals, parallel lines as well as angles. They can plot positions using co-ordinates. Nearly all can measure accurately using millimetres.

86. The quality of teaching and learning is very good overall. The pupils' standards are high because the teachers have a very good knowledge and understanding of the National Numeracy Strategy and how to deliver this efficiently. This underpins their very good teaching. The teachers produce detailed plans that clearly identify what it is that pupils will learn. The planning makes good use of on-going assessment to ensure that all pupils are provided with challenging tasks that build upon what they have learned previously. The teachers employ very good strategies to enable pupils to explain their methods and reasoning. The teachers use very good questioning techniques to stimulate and interest pupils. In one lesson good use was made of an overhead projector to demonstrate teaching points. The tasks that are set are well matched to the ability of pupils and those with special educational needs are supported well by classroom assistants.
87. The teachers have high expectations of what pupils should be able to achieve. As a result, all the pupils, including those with special educational needs, achieve well, making good progress throughout school. The pupils and teachers share the learning intentions so that by the end of the lesson the pupils are aware of their progress. In an excellent lesson with the pupils in Year 6, the teacher questioned the pupils closely to check on their understanding of units of measurement associated with length, capacity and weight. The teacher then congratulated the pupils for their efforts, raising their self-esteem, and ensured that they knew what progress they had made. The very good quality of teaching ensures that there is lots of fun and this generates a feeling of success. The pupils are keen to co-operate, eager to please and behave very well.
88. The results of national and optional tests are analysed in great detail to identify and remedy any gaps in teaching and learning. This assessment of the pupils' progress and learning feeds into subsequent planning in all lessons. Consequently, the lessons move at a good pace and this maintains the interest of all pupils.
89. The co-ordinator manages and leads the subject very well. He has considerable experience and expertise, which he shares with his colleagues. Since the last inspection the school has emphasised the development of mathematics throughout the school. The co-ordinator has been given very good support from the headteacher and the local educational advisor to develop his skills of managing a subject. This advice and guidance has helped to raise the quality of the monitoring that has been carried out by the co-ordinator. Consequently, the teachers' plans and the quality of the teaching have improved very significantly since the last inspection. The assessment procedures throughout the school are very thorough and detailed analysis of results by the co-ordinator ensures that all teachers have a very clear understanding of the attainment and achievement of all pupils. The aspects of the mathematical curriculum which require further development are clearly identified for all teachers to take note. The resources are sufficient to meet the requirements of the curriculum and good use is made of ICT to support the teaching of mathematics.

SCIENCE

90. The pupils' standards in science are above the national average by the end of Year 2 with children achieving equally well in all aspects of the subject. This represents an improvement since the teachers' assessments in 2002 when the pupils' understanding of materials and physical processes were judged to be below national expectations. This also shows a good improvement in standards at the end of Year 2 since the last inspection when the standards were judged to be in line with those nationally. By the end of Year 6 the pupils continue to make good progress and in the national tests in 2002 the proportion of pupils reaching the expected Level 4 was well above the national average. However, the proportion of pupils achieving the higher Level 5 in the national tests 2002 was below average and this reduced the school's performance to be in line with the national average overall. The standards in the current Year 6 confirm these results as the proportion of pupils on course to reach the higher Level 5 is still below the national performance and this pulls down the overall standards. **(This is a key issue for action).** The long-term trend shows a gradual overall improvement in standards which has kept pace with the national rate of improvement.
91. When pupils enter Year 1, their knowledge and understanding of the world is good. The pupils in Year 1 investigated forces by exploring the effect of blowing balls of different sizes across the floor. They were very surprised to find that the small lighter marble moved only a short distance but were able to reason that the beach ball moved further because it was bigger and so more air was able to push at it. The pupils in Year 2 have a good knowledge of electrical circuits and all are able to correct a range of "faults" to make their bulbs light. The pupils in Year 3 were observed working in groups to test the strength of different papers; they demonstrated a developing knowledge of fair testing and could apply mathematical skills of weighing and measuring. The pupils in Year 5 have a good understanding of fair testing and can make suggestions about materials which they think would be good insulators. However, the scope for designing their own investigations is sometimes limited. The pupils in Years 5 and 6 have a limited understanding of some scientific concepts and are unable to use the precise scientific language for some of the phenomena they observe. For example, many of them are unsure of the function of roots and leaves. They are unable to describe the process of fertilisation and seed formation in plants and struggle to explain the reasons for condensation and the effect of gravity in different situations.
92. The quality of teaching throughout the school is good, overall. The teachers in Year 1 and Year 2 plan tasks that build on the pupils' previously acquired knowledge and understanding very well. The pupils learn effectively by being given many opportunities for practical activities and the teachers place an appropriate emphasis on developing the pupils' skills of making observations and comparisons. There is a good emphasis on the teaching of scientific investigation. The teachers use a variety of good strategies to engage pupils' interest. The lessons are thoroughly prepared, well paced and, as a result, the pupils make good progress. The work is adapted successfully to meet the needs and the previous learning of all pupils. Those with special educational needs are well supported. The teaching is closely related to the pupils' experiences and the teachers build upon the knowledge and understanding they have already acquired effectively. The pupils are given opportunities to explain their observations in their own words. The teachers identify and correct any misunderstandings and adapt the planned lesson objectives accordingly.
93. Nearly all the teaching seen in the Years 3 to 6 was good. The lessons are well prepared and the equipment that is required is collected before the lesson so no time is wasted. A

lively personalised teaching style and well-paced lessons hold the pupils' interest in all classes. Occasionally investigation lessons are too strongly directed and the pupils are unable to develop their own ideas and this limits their achievement at the higher levels. The teachers make explicit the links between science and other subjects. The pupils recall and apply mathematical skills effectively in recording their scientific experiments and make good use of information and communication technology. For example, they recorded the lowering temperatures as hot water, placed inside different types of insulation, cooled down. They also use computers for recording results when investigating how the number of paperclips affects the time of falling spinners.

94. All pupils have very good attitudes to science. The pupils throughout the school enjoy practical science lessons and work well together, sharing ideas, equipment and tasks efficiently. The younger pupils are eager to explain their work and the pupils in Years 3 to 6 work methodically and accurately when carrying out scientific investigations. They record their work carefully and it is neatly presented, especially that of the older pupils.
95. The recently appointed subject co-ordinator ensures that all areas of the programmes of study are planned and that there is appropriate emphasis on scientific investigations by using a nationally recommended scheme and supplementing this with other published material. The coverage of teaching is monitored by the co-ordinator looking through teachers' weekly forecasts. He has also agreed good procedures to monitor teaching in the classroom and share expertise. However, the guidance and procedures for monitoring the development of science throughout the school does not yet have the vitality that has been evident for the development of English and mathematics. **(This is a key issue for action)**. The resources for science are under review but, nevertheless, they need updating and renewing, as there are many areas where they are limited. **(This is a key issue for action)**. However, the school has plans to collate packages of equipment for teaching science topics. The recently acquired equipment for measuring time and temperature is essential to support the teaching in Years 3 to 6. The current redevelopment of the pond and environmental area will once again make this a useful resource for teaching. The day-to-day assessment of the pupils' work is good. The teachers maintain a useful, accurate, analytical written evaluation of the pupils' understanding in each lesson and keep records of what the higher and lower-attaining pupils have understood. The use of this information is limited at present because it is kept by the class teacher at the end of the unit and not automatically passed on to the next teacher to assist in planning these topics the following year. The school has analysed results of the national tests at the end of Year 6 and identified strengths and weaknesses in the pupils' understanding of scientific concepts. There are plans to share this information with all teachers and to use it to improve further the teaching throughout the school.

ART AND DESIGN

96. Only one lesson was seen during the inspection due to timetable limitations. Judgements are based on that lesson and on sketchbooks, wall displays and discussion with the teachers and pupils. The standards overall in art and design throughout the school are in line with those nationally. This mirrors findings at the last inspection.
97. A good lesson was seen in Year 2. The pupils were trying out tools and techniques to apply to materials and processes linked to their topic on the Great Fire of London. They can glue string to card effectively, to simulate wood grain, and print using sponge and paint to create a tile effect. They worked very well together showing respect for each other and the resources. The pupils in Year 1 have completed a variety of pictures of playground furniture using printing and painting. They show careful observation and well-

developed techniques, especially in painting, for pupils of this age. They select from a range of brushes and control them well for different effects, for example when painting chains of swings. The pupils in Year 3 use appropriate colours for their Roman tile designs and mosaics. However, the attention to detail and careful painting by the younger pupils is not evident in this work. The pupils in Year 2 completed effective pictures using geometric shapes and the flood fill and spray tools on the computer in the style of Van Gogh's 'Starry night'. The pupils in Year 6 studied Lowry paintings and used pastels techniques well to illustrate figures and houses in this style.

98. It is not possible to make an overall judgement for the quality of teaching across the school as few lessons were observed. However, good teaching was seen in the Year 5 lesson during the inspection week, with clear planning and analytical evaluation. Some teachers use sketchbooks to develop the pupils' ideas but the quality of this work varies between classes. There is little evidence of three-dimensional work. However, there are plans for pupils in Year 2 to create sculptures in the school environment using natural materials. At present there is little coherence between the work in each year group and no specific development of skills across the key stages.
99. The school uses a nationally recommended scheme of work and this is effective in planning appropriate lessons for each class. The newly appointed co-ordinator has clear plans for the development of the subject. She is aware that a progression of skills needs to be identified which would lead to more structured teaching of these throughout the school. The resources for art are adequate and their storage in classrooms ensures that all teachers have easy access to appropriate tools and materials. The school does not benefit from the expertise offered by visiting artists but the pupils who undertake the residential visit to Cornwall also have opportunities to work with a potter and painter. The pupils in Years 3 and 4 can take part in an art club which meets each week.

DESIGN AND TECHNOLOGY

100. The pupils' standards in design and technology are in line with national expectations by the end of Year 2 and Year 6. This is similar to the standards seen at the last inspection for the pupils in Year 2 but below those seen at the end of Year 6. Two lessons were seen during the inspection; however, discussion with pupils and teachers and an analysis of past and present work and photographic evidence show that pupils complete a number of units satisfactorily. The pupils cover the whole range of the design and technology curriculum as they move through the school.
101. The pupils in Year 1 were observed working to produce stable structures for models of playground furniture. They worked very well together, over a sustained period of time, sharing tools and equipment well and persevering with difficulties to complete the task. By the end of the lesson they had a good understanding of the stability of their structures and could evaluate what they had made and suggest how it might be improved. The pupils in Year 4 were seen designing mechanisms for pop-up books which they were to make for younger pupils. They worked effectively in groups, were able to modify and improve their mechanisms and had a good sense of the children for whom they were designing.
102. The quality of teaching is satisfactory and in the lessons seen the teachers planned and taught effectively. It is clear that good teaching of techniques and high expectations of the pupils' behaviour results in satisfactory progress. The pupils who had been taught to join straws, card, string and pipe cleaners together effectively completed a variety of models of playground furniture. Extension activities are planned for the pupils who finish early so no time is wasted. The teachers make a detailed evaluation of lessons and use this when

planning further work for the class. They provide commercial resources for some projects. For example, the school has purchased a project pack for designing and making slippers for pupils in Year 6. This is effective in giving some scope for individuality of design. Sometimes the materials that have been bought limit the achievement of the more able pupils. For example, the pulley models used in Year 2 were all very similar and the addition of broader pulleys such as cotton reels would have made a more efficient winding mechanism.

103. The co-ordinator makes good use of a nationally recommended scheme to ensure that all aspects of the subject are covered. She monitors planning and reviews the timetable to ensure that time is used effectively. There are good links between design and technology and other subjects, especially in Years 1 and 2. In Years 3 to 6 the pupils' use of the planning stage is developed well. The school has a good range of tools for working with wood and plastics. There are adequate facilities for teaching food technology and appropriate attention is paid to health and hygiene. The co-ordinator plans to review the teaching of skills so that the pupils' development builds securely on what they have mastered previously. This will mean that the good evaluation which teachers currently carry out will be used more effectively to teach the pupils skills as they move up through the school.

GEOGRAPHY

104. The pupils' standards are above the expected levels at the end of Year 6 and broadly in line with the expected levels for their age at the end of Year 2. This is an improvement since the last inspection. The subject is taught in blocks of learning throughout the year alternating with history. There are strong links between the teaching of both history and geography, for example the study of Anglo-Saxons in history linked with the local geographical study of Timsbury. The pupils, including those with special educational needs, make good progress. The quality of learning in the lessons observed was of a good standard. All the pupils are very well behaved and have a positive attitude towards their learning. There are opportunities for the pupils to work together and this provides good opportunities for their personal development and particularly development of their social skills.
105. By the end of Year 2 the pupils are developing an understanding of the particular features of an island, including transport systems and the layout of buildings. In the Year 4 lesson observed, the pupils demonstrated good skills in collecting data from a range of sources including video recordings about St Lucia. Previous work shows that the pupils in Year 5 have undertaken a comparative study of the more urban environment of Widcombe and the rural location of Timsbury. This has involved them in the development of their map reading skills using grid references, contours, spot heights and scale. There are strong links with other subjects; for example, the pupils practised their note taking skills when watching a video film of St Lucia. The pupils' work in Year 6 shows that the standards are above the expected level for their age. They have acquired an above average knowledge and understanding about the journey of a river and the rainfall cycle. They have also made a good study of the River Nile and the work in this topic is also above average. The pupils' above average skills in writing are very evident in this subject.
106. The quality of teaching in the lessons seen was good. The lessons are well planned and the teachers have high expectations of their pupils. The teachers make good use of questioning techniques to stimulate the pupils' interests and to encourage their independent thinking. The teaching strategy made good provision for discussion and

group work and these, combined with well-prepared resources ensured that the pupils made good progress during the lesson. The pupils are keen and respond well. The activities and resources, are used effectively to promote learning. Throughout geography themes there are good opportunities for pupils to learn about moral, social and cultural issues. This was particularly evident in discussion about the similarities and differences between the people of St Lucia and themselves. The teacher addressed the issues raised by pupils about difference in race and culture with great sensitivity. The pupils are managed well and relationships are good at all times. The quality of marking is high and the pupils respond by producing well-presented work. The information gained by the teachers from the informal assessments, marking and observation, is used to adapt plans to meet changing needs.

107. The curriculum is managed and led well. There is a good policy to support teaching and learning. All pupils have equal access to the curriculum. The medium-term planning covers the programme of study for the subject and takes satisfactory account of national guidelines. The resources are adequate to meet the needs of the curriculum. Good use is made of information and communication technology, including the use of the Internet to research additional information. The resources are adapted to match the needs of those experiencing difficulties and there are additional tasks included to challenge the higher-attaining pupils.

HISTORY

108. A limited number of history lessons were seen during the inspection. Nevertheless, the scrutiny of the pupils' work and discussions with some of them, has helped to clarify that the pupils' standards of attainment are above the expected levels by the end of Year 6 and in line with expected levels by the end of Year 2. This is an improvement since the last inspection. All pupils, including those with special educational needs, have full access to the curriculum and make good progress.
109. The pupils in Year 2 understand some of the differences between life now and in the past. They understand the importance of first-hand evidence and how historical research is reliant on the writings of diarists such as Samuel Pepys. During the lesson observed, the pupils were learning about the Great Fire of London and the effects it may have had on the lives of ordinary people. The importance of a range of sources to provide information about events in the past was further developed in Year 3 where they investigated the burial and subsequent discovery of the Anglo-Saxon ship at Sutton Hoo. The pupils were enthusiastic about their learning and worked very well together.
110. The pupils' work in Year 6 is above the expected standards for their age. They demonstrate that they know a wide range of facts about the Second World War. They understand the impact of war on society and how cities have changed since that time. Their work demonstrates a good understanding of how aspects of life have changed over time and some of the major reasons for the changes. They recognise the importance of using primary and secondary sources for research.
111. The overall quality of teaching and learning in the lessons observed was good. This indicates the reasons why the standards have been improved since the previous inspection. The teachers are knowledgeable and enthusiastic about the subject and this engages the pupils' interest. The pupils are very well managed and there are very good relationships between the teachers and pupils. This is based on mutual respect and high expectations of behaviour. This enables learning through constructive discussion to take place and opportunity to share ideas and explore alternative suggestions. Good links are made with other subjects including literacy; for example, the pupils in Year 5 were writing a diary of a child working in a factory in Victorian times. In Years 2 and 3 pupils were

developing research skills through using indices and glossaries. There are strong links with geography; for example, the pupils joined with three other schools to take part in a Victorian drama day and to make a 'Village Trail'. Very good opportunities are provided for the pupils to use information and communication technology to help them find out about the topics they are researching and to present their information using 'Power-Point' program. The teachers provide a good range of other opportunities to extend the pupils' learning. These include a visit to Tintagel and a visit to school by a 'Tudor Pedlar' who vividly demonstrates aspects of life in Tudor times.

112. The policy for the subject provides a satisfactory framework for planning. The detailed lesson plans include provision for pupils with special educational needs and additional challenges for the higher-attaining pupils. Questioning is used very effectively during lessons to check what pupils know and understand. The teachers maintain effective individual records of what pupils have learned. The use of assessment information to inform future planning is well developed. Informal assessment and marking of pupils' books encourage a high standard of presentation and promote good learning. The co-ordinator has a good overview of developments needed within the subject but opportunities to monitor standards and teaching are limited because of the constraints upon their time. The resources are adequate to meet the needs of the curriculum but the subject makes a good contribution to the pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. The pupils' standards and the provision for information and communication technology (ICT) were issues for action at the time of the last inspection. The quality of the provision and the pupils' standards are now above average at the end of Year 2 and Year 6. This reflects the considerable investment in new equipment and staff training. A new computer suite and additional computers in the classrooms have given the pupils many more opportunities to use ICT to enhance their learning. The teachers have also followed the national training in the use of ICT to enhance their teaching of other subjects. Consequently, the pupils' quality of work has improved very significantly since the last inspection. The scope of the application of computers has also increased well.
114. The pupils' keyboard skills and their uses of programs such as Office Suite, which is in use throughout the school, are now above average. By the end of Year 2 almost all pupils can operate the computer and printers competently. Their work in ICT supports their learning in other subjects, especially numeracy and literacy, very well. For example, their poetry is presented very effectively with differing fonts and colours and they know how to underline and use bold print to emphasise important words. They import pictures effectively to illustrate their writing. They have also presented their personal targets for the term very attractively. The pupils in Year 1 demonstrated their above average skills as they changed the representation of data they had collected from a block graph to a pie chart.
115. By the end of Year 6, almost all the pupils show a marked improvement since the last inspection when standards were below average. Currently their work in all elements of the curriculum is above average. In one lesson in Year 6, the pupils worked upon a slide show about 'The School' using Power-Point. They put this together confidently using links to connect one slide with another. They incorporated sound, digital photographs and video clips very well. They amended their slide presentation with expertise, taking into account the length of clips and the methods of fusing one slide with the next. These pupils have extremely good and advanced skills.

116. The pupils in Year 5 were observed creating a spreadsheet and they all know how to write a formula and how to use it to calculate totals for each column. They also use the computers efficiently to plot the drop in temperature when tracking the effects of insulation upon the rate of cooling hot water. They produced graphs to show their results.
117. Throughout the school the pupils have a very positive attitude towards the use of ICT to support their learning. They use the Internet very well to research information for topics in history and geography. They sustain their concentration very well and the amount of work completed in one lesson is impressive. The progress made by all pupils, including those with special educational needs, is very good. They co-operate very well when sharing a computer and help each other to select the correct functions and assist with amendments to their joint work. This is due to the attention given by the teachers to planning the details of the lessons. The challenge of the tasks is high and the pupils respond very well. They willingly give their very best in these lessons.
118. The quality of teaching throughout the school is very good overall. All the teachers use ICT very confidently and competently to enhance their teaching. Often literacy and numeracy lessons are organised in the computer suite so that ICT can be used to consolidate the pupils' learning. This is very good use of computers and generates a good sense of purpose for the pupils' learning. They sustain their concentration and make suggestions for developments willingly because of the brisk pace of the lessons. The teachers intervene appropriately. For example, in a lesson in Year 3, the pupils were observed changing the variables in a simulation program. With good advice and guidance from their teacher, they all managed to adjust the wingspan and weight of a duck so that it could fly in a horizontal flight path.
119. The improved provision for ICT has been managed very effectively. Good use has been made of the grants for equipment and training. The monitoring of the developments in ICT, especially techniques of teaching, is good. This has had a good impact upon the quality of the pupils' work and the quality of teaching. The procedures for recording what each pupil can do are very good. The school maintains a good overview of expenditure and ensures that it gets best value for money. The co-ordinator has given good advice and has supported the teachers in their training. There are many skilled and competent teachers in the school and their skills and expertise have quickly influenced the very positive attitudes towards the uses of ICT to support the teaching and learning. This subject has been greatly improved since the last inspection and is now a strength of the school.

MUSIC

120. The school's timetable arrangements meant that only one lesson could be observed. Consequently, it is difficult to make a whole-school judgement about the quality of teaching or the standards reached at the end of Year 2 and Year 6. However, in assembly, all pupils sing tunefully and enthusiastically. There has been a significant improvement in the provision made for the teaching of music since the last inspection when music was a key issue for development. All pupils, including those with special educational needs, make good progress.
121. From class observations and by talking to the pupils, it is evident that the pupils in Year 6 are able to identify the sections of the orchestra. They can identify the sounds made by particular musical instruments, including more obscure instruments, such as the French horn and the bassoon. In a discussion time, the pupils demonstrated a good knowledge of the component parts of the orchestra and the instruments associated with each part. For example, they know that the tambour is part of the percussion section of an

orchestra. They recognise the sound of a saxophone and know that this is an instrument more usually associated with jazz music rather than an orchestral instrument. They are able to describe effects created by extracts of music from Mussorgsky's 'Pictures at an Exhibition' and compared this music with Holst's 'Planet Suite'. They recognised the important contribution music makes to film and that it can 'create a picture in music'. They described some music as being 'sounds like a murder mystery' and appreciated the humour of the music used to portray a gnome.

122. In the one lesson seen the quality of the pupils' work seen was above the expected levels for their age. However, it is not possible to make an overall judgement about the standards at the end of Year 2 or Year 6. The quality of teaching in this one lesson was good and reflects the interest and expertise of the teacher. The teachers' expectations are high and they make very good use of questions to challenge pupils. The pupils are very well behaved and have a very good attitude to learning. Opportunities for personal development of pupils are included and this is particularly so for the development of their social skills. The pupils listen intently to others and respect differing views. They express their thoughts well. The planning is based on the newly adopted commercial scheme of work that provides a sound structure for less confident and experienced teachers. Assessment procedures to inform the teachers of the pupils' attainment and progress have been introduced and are used to plan lessons more effectively.
123. The co-ordinator has been appointed to the school recently and is beginning to develop the subject effectively. He is enthusiastic about the teaching of music and already gives good encouragement to all the teachers to follow the published scheme of work, which gives them good support. Consequently, all pupils have opportunity to participate in the music curriculum. Since the previous inspection the curriculum has been reviewed and a policy is in place. Significant improvements to the curriculum and quality of teaching have been made. The subject now meets the statutory requirements.
124. There are out-of-lesson activities to enable pupils to develop their musical skills, including a recorder club. The school also benefits from visits from a peripatetic teacher to teach some pupils to play the violin. Many pupils are members of the choir who entertain residents of the local Cheshire Home and they join with other members of the village to perform Christmas music in the village hall. There is an annual 'Live Music Week' when visits from groups of musicians are planned. The quality and quantity of the resources are satisfactory. There is a good range of musical instruments, mostly untuned percussion instruments, but including some from other countries and cultures. These are stored centrally for ease of access. Information and communication technology is used well to enhance teaching and to motivate and stimulate pupils' interests.

PHYSICAL EDUCATION

125. Only three lessons were observed during the inspection and therefore it is not possible to make overall judgements about the pupils' standards in Year 2 or Year 6. The few lessons seen indicate that standards and progress of the pupils involved are satisfactory. The pupils have good opportunities for swimming in Year 4 and records show that, by the end of Year 4, most have already achieved the expected national standard, as they are able to swim 25 metres. By the end of Year 6 most pupils can swim much further than this and this is above the expected standards for their age.
126. In the three lessons seen in this subject, the quality of the teaching and learning was at least satisfactory and in one lesson it was very good. The outdoor games lesson in Year 1 was well organised, with a variety of activities to keep pupils on the move and enable

them to practise ball skills. However, some of the activities lacked focus and there was not enough emphasis on the teaching of specific skills. The gymnastics lesson in Year 3 explored the different ways of rolling, jumping and balancing. Good management and some effective teaching of skills helped pupils to make progress but the lesson objectives were not precise enough. The teacher became aware that the use of too much equipment was actually causing some confusion and sensibly took some away, which allowed pupils to concentrate on a more manageable range of activities. In a Year 5 lesson the pupils were learning batting skills for cricket. This was a very well-planned lesson, and with clear objectives and good teaching of skills. It showed that the teacher had secure subject knowledge. The teacher made particularly good use of the pupils' own abilities to assess and evaluate each other's work sensitively and constructively. All teachers pay good attention to safety aspects and the need for pupils to be aware of the need for a warm-up and health issues, such as accelerating the heart rate by sensible exercise etc.

127. The co-ordinator organises the subject well. The teachers' plans follow the guidance given to them through the schemes of work and the advice of the co-ordinator. The co-ordinator shows a clear knowledge of the strengths of the subject and the areas that need further development. One area identified by the co-ordinator for improvement is the need to monitor how well the subject is being taught.
128. The range of out-of-lesson clubs currently includes soccer, gymnastics, multi-sports, badminton and a dance club. There is also a tennis club run by an outside agency. The pupils have opportunities to take part in competitive sport playing against other schools.

RELIGIOUS EDUCATION

129. The lessons observed during the inspection week and a review of pupils' books indicate that standards overall are at the level expected by the locally agreed syllabus for pupils aged seven. There are examples of good work in Year 2. By the end of Year 6 the quality of the pupils' work is above the expected level. All pupils, including those with special educational needs, make good progress.
130. The pupils in Year 1 were observed in a short lesson about Judaism. In thinking about things that are special for Jews, the pupils carefully pass round mezuzahs and are clearly interested. They recognise why things are special and make their own observations about items special to them or their families. One girl explains, "My mum has a necklace with a cross and a picture of Jesus on it." Another refers to "...my china cat. I keep it in the wardrobe so it doesn't get broken."
131. The pupils in Year 3 looking at the key features of Jesus' life were observed thinking about the call of the disciples. They are interested and perceptive and having read the story from the Bible are able to talk confidently about what happened. The teacher displays a picture and one boy immediately says, "I think I know his name and his occupation. He was a fisherman and his name was Andrew."
132. The pupils in Year 6 were seen thinking about what it means to be a Jew. They discussed this topic sensitively as the teacher showed various Jewish religious artefacts. When questioned by the inspector they were knowledgeable about the meaning and significance of items such as the kippah, tallith, tefillin and tzizit. In designing their own kippah they show an awareness of symbolism and relate this to their own lives. As well as symbols of their own interests and hobbies, several pupils have interesting representations of abstract ideas such as air, light and caring.

133. Only three lessons were seen but these and the pupils' work seen show that teaching is good. The lessons are well planned with clear learning objectives, which set a clear focus for what is to be learned. The teachers have very good relationships with the pupils and manage and motivate them very well so that all are fully involved and enjoy their learning. Much of the work done in religious education in Years 1 and 2 is not recorded in books so the amount of written work is limited but that which is seen and the displays of pupils' work show that work is at least satisfactory. The day-to-day assessments are good and the teachers check progress through effective questioning. The work is well presented and marking is done well. This helps the pupils by showing them what they have done well and giving guidance on how their work can be improved.
134. The subject co-ordinator gives good leadership and has a clear vision of how the subject needs to be developed. There is now a clear scheme of work based on the locally agreed syllabus and linked to the national guidelines. The teachers make skilful use of a good range of resources, including artefacts from various religions. Religious education makes a very good contribution to the pupils' spiritual, moral, social and cultural development.