

INSPECTION REPORT

Hutton Church of England Primary School

Weston Super Mare, Somerset

LEA area: North Somerset

Unique reference number: 109218

Headteacher: Mr Robert Gibbons

Reporting inspector: Mrs Margaret Lewis
22787

Date of inspection: 20 - 23 January 2003

Inspection number: 246897

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Church Lane Hutton Weston Super Mare
Postcode:	BS24 9SN
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Christopher Jones
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M Lewis 22787	Registered inspector	Science Music Art and design Religious education Educational inclusion English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
G Anderson 19639	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
M Hatfield 26519	Team inspector	Mathematics Design and technology Geography History Foundation stage	
I Bennet 2433	Team inspector	English Information and communication technology Physical education Special educational needs	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hutton Church of England Voluntary Controlled School is about the same size as most primary schools. It is situated in a thriving village community on the edge of Weston-Super-Mare and is twinned with the village of Dabaso in Kenya. The school is part of the Weston Education Action Zone. It has 207 full time pupils (108 boys and 99 girls) on the roll aged from four to 11. Hutton is a popular school and takes a considerable number of pupils (42 per cent) from outside the immediate village. Nearly all pupils are of white ethnic origin. A broadly average number of pupils (42) are on the register of special educational needs. In the main they have learning difficulties. One pupil has a Statement of Special Educational Need. This is below the national average. No pupil speaks English in addition to another language. Since 2001 the school has held the Arts Mark Gold Award in recognition of its commitment to excellence in the arts. Accommodation in the main school building is cramped. Five of the seven single-aged classes are housed in separate buildings in the school grounds. As a result of a successful bid to Sport England, the building of a new school and community hall is underway. A smaller number of pupils than is usual have school meals and of these one pupil is eligible for free meals. This is below the average. Due to retirement and promotions, there has been a large staff turnover during the past two years when four teachers left and four joined the school. When pupils begin in the reception class their attainment is average in most areas of learning for pupils of this age although they are below average in personal, social and emotional development and in their listening skills.

HOW GOOD THE SCHOOL IS

This is a good school that achieves what it sets out to do in its aims and mission statement. The headteacher leads and manages the school well with good support from the assistant headteacher and Key Stage 2 co-ordinator. The quality of teaching and learning is good. Pupils do well and achieve above average standards at seven and 11 in English, mathematics and science. All pupils are included in activities and valued by the school. The school uses its resources well and makes good use of additional funding. It gives good value for money.

What the school does well

- Standards are above average in Years 2 and 6 in English, mathematics, science, information and communication technology (ICT), religious education and history;
- Teaching is good and this helps pupils make good progress in their learning;
- Pupils with special educational needs receive very good support and do well;
- The headteacher provides good leadership and management of the school;
- Pupils' behaviour and relationships are very good. They have very good attitudes to their work.

What could be improved

- The co-ordination, planning and organisation of the curriculum in the Foundation Stage.
- The matching of work to pupils' ability levels and the checking procedures for pupils in subjects other than in English, mathematics and science.
- The links between monitoring systems and priorities for school development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in November 1997 and has moved forward in many areas. It has dealt successfully with the key issues. The school has tackled the unsatisfactory aspects of the accommodation and these have been alleviated. However, the securing of money for the building of a new school hall has taken time and building is only just beginning. Standards have risen to be above average in English at both key stages and been maintained at above average in mathematics. Standards in science have improved to be above average at seven and in ICT to be above average at the end of Years 2 and 6. The quality of teaching and learning has been sustained as good. The governing body is now more involved in school development planning and has acquired a clearer understanding of the work of the school. The rate of pupils' attendance has declined. It is satisfactory but is no longer above the national average.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2001
English	D	C	B	D
mathematics	C	B	B	C
science	D	A	A	A

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

Over recent years results achieved by 11 year olds in English, mathematics and science have kept up with the national trend and shown an improvement. In 2002 pupils achieved well and reached above average standards in English and mathematics and well above average standards in science compared with schools nationally. Pupils did well based on their previous attainment in the results of tests at the end of Key Stage 1. They made average progress in English, above average progress in mathematics and well above average progress in science. Compared with schools having a similar proportion of free school meals, standards in mathematics were average and were below average in English. They remained high in science. The lower comparison against similar schools for English and mathematics was because in that group of pupils, fewer pupils reached the average and higher levels in English and the higher level in mathematics. The school's analysis of results recognised that pupils' results were falling behind in spelling and writing attainment and that in mathematics there was a need to emphasise number operations. These areas have become a focus for development for the whole school this year. Inspection findings show that this emphasis is paying off. Standards at age 11 are above average in English, mathematics and in science. Pupils achieve well in developing the skills of scientific enquiry. Standards in ICT, history, geography and religious education are above average for 11 year olds. The school has set challenging targets for pupils at age 11 in English, mathematics and science.

Pupils in Year 2 attain above the average levels in reading, writing, mathematics and science. This is similar to pupils' results in 2002 in reading and writing when pupils achieved well above average levels and is an improvement in mathematics where standards were average. The proportion of pupils attaining the higher levels in the assessment of science in 2002 put

the school in the highest five per cent of schools nationally. Achievement overall is good. By Year 2 standards are above average in ICT, history and religious education.

Pupils with special educational needs make very good progress throughout the school and achieve well. Children in the Foundation Stage also achieve well. From an overall average starting point, they are set to attain the goals expected of them in all the areas of learning recommended for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes at all times. They are eager to learn, respond well in lessons, and are keen to take part in activities.
Behaviour, in and out of classrooms	Behaviour in lessons and at playtimes is very good. There is no evidence of anti-social behaviour, racism or bullying.
Personal development and relationships	Very good. Relationships between pupils and between pupils and adults are very good. The school is very successful in promoting pupils' personal development.
Attendance	Satisfactory. Some pupils miss school through taking extra family holidays during term time. This holds up their learning.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. A similar proportion of good and very good teaching is evident in both key stages. Consequently pupils achieve well and make good progress in their learning. Children in the reception class have a good start to their education and achieve well. The strength of the teaching is the good emphasis given to their personal, social and emotional development. Children in the reception class with special educational needs are given very good support by all staff. This enables them to settle well into school. The teaching of English and mathematics is always satisfactory and mostly good and very good. Mathematics is taught very well in Years 2 and 6. Teachers have good knowledge in teaching the skills of English and mathematics and make good use of the national strategies in literacy and numeracy. In Years 2 and 6 teachers prepare particularly challenging and interesting work for pupils in English, mathematics and science. Most teachers have good subject knowledge across the curriculum. The teaching of ICT, history and religious education is good and this is reflected in the above average standards that pupils achieve in these subjects. Teachers set high expectations of behaviour and generally manage pupils well. They relate very well to pupils and set good examples. Teachers plan and evaluate lessons well and check what pupils need to learn next particularly in English, mathematics and science. In these lessons they cater for pupils of different abilities effectively. This is not always the case in other subjects of the curriculum. The support and teaching given by support assistants for pupils with special educational needs are very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum fulfils statutory requirements and offers pupils a good range and quality of opportunities.
Provision for pupils with special educational needs	Very good. Teachers, designated support staff and the special educational needs co-ordinator are very effective in their support. This enables pupils to make very good progress and gain ground quickly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school puts a strong emphasis on pupils' personal development and provides good opportunities for pupils to develop in this area. It promotes an understanding of equality for people from different backgrounds.
How well the school cares for its pupils	Good. All pupils are looked after well and sound provision is made for their health, safety and welfare. The assessment of each pupil's achievement is good in English, mathematics and science. It is not so well developed in other subjects.

The vast majority of parents think highly of the school. They are involved very well in their children's learning. The school provides good quality information about pupils' progress and what is happening in the school. Few parents attend the Annual Meeting for Parents held by the governors and a significant number do not participate in the home/school agreement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The headteacher provides good leadership and a clear sense of purpose and direction for the school. He shares his vision for the school and fully involves staff and governors. He is given good support by the assistant headteacher and the Key Stage 2 co-ordinator.
How well the governors fulfil their responsibilities	Satisfactorily. The governing body fulfils its statutory duties and governors are developing a clearer understanding of the school's work.
The school's evaluation of its performance	Satisfactory. The headteacher evaluates how pupils are doing. The school analyses test results and prioritises areas for development and improvement. Systems for monitoring teaching and the work of the school are not linked sufficiently well to school improvement.
The strategic use of resources	Financial management is good. The school ensures that spending decisions benefit pupils and provide the best value.

The school has a sufficient number of teachers and skilled learning assistants to help pupils. Staff who are new to the school and teachers in training receive good help and support.

Classrooms are adequate but the lack of a hall of a suitable size is a drawback for whole school events.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • The school expects the children to work hard and helps them become mature • Teaching is good • Behaviour is good • The school is well led and managed 	<ul style="list-style-type: none"> • The range of activities outside of lessons • The amount of homework • Information on pupils' progress

Inspectors agree with all the positive comments made by parents and disagree with the negative comments. Homework is similar to that in most primary schools. The school works closely with parents and provides good information on pupils' progress. The range of extra-curricular activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Over recent years results achieved by 11 year olds in English, mathematics and science have kept up with the national trend and shown an improvement. This is reflected in inspection findings which show that standards are above average in Year 6 in English, mathematics and science. By the end of Year 2, overall standards of pupils' reading, writing, mathematics and science are above average. This is largely as a result of the good leadership of the headteacher and subject co-ordinators who have a strong commitment to raising standards. This is particularly so in English and mathematics, where the benefits of an emphasis on spelling, writing and number operations is having a positive effect on pupils' achievements.
2. The school's results for pupils in Year 6 have shown an improvement since 2000 when they dipped to below average in English and science. They have made a good recovery and in 2002 pupils' results were above average in English and mathematics and well above average in science in comparison with schools nationally. Compared with schools having a similar proportion of free school meals, standards in mathematics were average and were below average in English. They remained high in science. The lower comparison against similar schools for English and mathematics was because fewer pupils in that particular group of pupils, reached the average and higher levels in English and the higher level in mathematics. However, pupils did well based on their previous attainment in the results of tests at the end of Key Stage 1. They made average progress in English, above average progress in mathematics and well above average progress in science. Pupils' results in English exceeded the school's targets for 2002 but fell below them in mathematics. The school has set higher and suitably challenging targets for pupils in Year 6 for the current year and inspection findings show that it is likely to achieve them.
3. Results of tests in 2002 for pupils in Year 2 show that they made very good gains in reading and writing in comparison with all schools. They achieved high standards in reading and in writing. Results were average in mathematics. In comparison with similar schools, results were average in reading, above average in writing, but dropped below average in mathematics. This is because in mathematics, fewer pupils achieved at the higher Level 3 than in similar schools.
4. The school has taken positive and successful action to improve the number of pupils reaching the higher levels in mathematics at the end of Year 2 and in English at Year 6. Following an analysis of the results in mathematics and the monitoring of teaching in lessons, it has put an increased emphasis on the oral and mental sessions in mathematics and the provision of challenging work for higher attaining pupils. With the support of the local education authority advisors in numeracy, staff have undertaken further training in the teaching of mathematics and in particular on ways of teaching mental arithmetic and developing pupils' skills of mathematical thinking. This staff development is bearing fruit and as a result the teaching of mathematics has improved and standards are now rising.
5. Standards of work in literacy show that the recent developments the school has made as part of the National Literacy Strategy and in developing pupils' skills in handwriting, presentation and compositional skills are having a good effect on raising standards in English throughout the school. This rise in standards is attributed to the good

management of English by the co-ordinator, together with the enthusiasm and good knowledge of the teachers and the support of parents with pupils' reading. The good teaching of the basic skills of reading and writing begun in the Foundation Stage, along with the high expectations of the infant teachers, continues into the junior classes. Progress is good for all pupils and they steadily build on what they already know and can do as they move up through the school.

6. Up to the year 2000, boys in Key Stage 1 did not do as well as girls in reading and writing. The gap has begun to close in reading although girls still do slightly better than boys in writing. The school is aware of this and is focused on narrowing the difference. There are no significant differences by the end of Key Stage 2 between the results of boys and girls in English, mathematics or science.
7. Pupils attain above the average in science at the end of both key stages. They use their investigative skills well to develop their knowledge and understanding. Thorough preparation of pupils for national tests in Year 6 contributes well to the standards that pupils achieve. The results of the science statutory assessments made by teachers in 2002, showed that at the end of Year 2 standards were average compared with all schools, but below average in relation to schools in similar circumstances. However, the percentage of pupils who reached the higher levels (Level 3) put the school into the top five per cent of schools nationally and was well above similar schools. Pupils at the end of Year 6 reached standards that were well above those in all schools and broadly average compared with similar schools. A significant percentage of pupils attained above the expected level. Pupils in Year 6 made very good progress based on their performance at the end of key Stage 1. Pupils' results in science at 11 have been maintained as high for the past two years.
8. Pupils attain above average standards in ICT, religious education and history at Years 2 and 6. In Year 6 they also attain above average standards in geography although standards in geography at Year 2 are average. These findings reflect a particularly good improvement in ICT since the last inspection when standards were judged as unsatisfactory. Improvement in pupils' standards is due to the very good leadership and management of the subject, recent staff training and the increased good provision of computers. Inspection findings also show an improvement in pupils' attainment in the infant classes in other subjects since the previous inspection when subjects such as religious education and history were judged as being average. In the junior classes, standards in geography and religious education have improved to be above average. The school has maintained average attainment in all other subjects.
9. The school is very aware of its performance in national tests. It tracks pupils' results carefully from the time they start school in the reception class. Children in the Foundation Stage begin full time in the reception class, in September of the year in which they become five, with average levels of attainment overall in communication, language and literacy development, mathematical development and for some in their personal and social skills. However, a significant proportion, about two thirds of pupils, start school with below average levels for their ages in their personal, social and emotional development and in their skills of listening. Children make good progress in all the areas of learning and by the time they begin in Year 1, they reach the Early Learning Goals expected of them.
10. As a result of very good provision, pupils with special educational needs make very good progress in relation to their individual targets. They receive very good support in their lessons and in one-to-one sessions. In lessons, in ICT for example, pupils are

supported well by classroom assistants and by more able pupils. This raises their self-esteem and helps them produce work of a comparable standard to the rest of the class. In Year 2, pupils make very good progress with their writing because the one-to-one marking of their work is closely aligned with the targets set for them.

Pupils' attitudes, values and personal development

11. The attitudes and behaviour of pupils are a strength of the school. This is because the school sees these as the bedrock for learning and has very good strategies to promote them. Overall, pupils show a very good attitude to school, and their behaviour is very good. These high standards have been maintained since the last inspection. Parents are very appreciative of the standards of behaviour in the school. Pupils of all ages respond very well to the school's very good provision for social development and to the teachers' good management of behaviour. The school's behaviour policy helps pupils quickly and successfully to become part of the caring and considerate school community. A good example of this was seen in a geography lesson for pupils in Year 6 when good class management and secure subject knowledge made an effective contribution to good behaviour, very positive attitudes, interest and concentration of pupils. The headteacher is very skilled in behaviour management and particularly in tailoring very effective programmes to the needs of individual pupils. There is scarcely any oppressive behaviour and bullying because the rare incidents are dealt with swiftly and very well. Pupils play together very well in the playground, naturally forming friendship groups because of the high quality of relationships. There have been no exclusions in the school.
12. Parents confirm that their children are very happy, enthusiastic and want to come to school. In an English literacy lesson in Year 3 pupils showed enthusiasm and were motivated by the task they were given. Groups of pupils of different ability worked well together showing lots of co-operation and sharing of ideas and knowledge. Attitudes throughout the school are very good because pupils are aware of what is expected of them. Pupils' behaviour is very good and they are naturally courteous to each other and adults. Their understanding of the impact of their actions on others and respect for others' feelings, values and beliefs is very good. Pupils are very enthusiastic and involved in their activities and this is particularly so in Year 6.
13. Parents value highly the very good personal development and relationships afforded to their children. Relationships are very good because of the mutual respect of pupils and staff and for pupils with each other. In a mathematics lesson for pupils in Year 1, mutual respect was evident in the way the teacher valued pupils and pupils respected each other, showing politeness and consideration. A lesson in Year 3 made a good contribution to pupils' personal development by encouraging them to show respect and consideration and using compromise to resolve conflict. Boys and girls were equally willing to contribute to the debate. Pupils were confident to talk in front of the class because others listened with respect. Good pupil management results in all pupils concentrating and not fidgeting while waiting their turn. Parents particularly like the way the older pupils care for the younger ones. When given the opportunity, pupils are good at showing initiative and personal responsibility. They are developing their confidence and independence well because of the very good interaction and support by adults from the reception class onwards.
14. Attendance is satisfactory and broadly in line with the national average but has shown a slight deterioration since the last inspection when it was judged to be good. It is not as good as it could be because of some inappropriate taking of holiday in term time which reduces pupils' opportunities for learning. This shortcoming was identified at

the last inspection and despite the school's efforts has not been remedied. This has been partly offset by an improvement in authorised absence resulting from the swift follow up of absence. Punctuality is good and pupils enjoy coming to school.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching has been maintained as good since the last inspection. In almost all lessons seen the quality of teaching and learning was satisfactory or better. It was good in 50 per cent of lessons, very good in 16 per cent, satisfactory in 32 per cent and unsatisfactory in two per cent. There have been several changes of staff since the last inspection owing to promotions and relocations. Two newly qualified teachers took up their posts this year in Years 4 and 5. The teacher in Year 5 is temporary and covering for a teacher on maternity leave. The Year 1 class has two teachers who share the responsibility successfully.
16. Teaching in the Foundation Stage is good overall and children have a good start to their education. The strengths of the teaching are the very good emphasis that all staff give to children's personal, social and emotional development. Assessment procedures used when children begin school enable teachers and support assistants to know and meet the children's needs well. However, the planning and assessment of the curriculum do not fully take into account the small steps of learning for children of this age. This means that opportunities are sometimes missed for higher attaining children, for instance, when they choose from free choice activities which are not structured to give them sufficient challenge. Children in the reception class who give a cause for concern in their learning development are identified early and receive very good help and support.
17. The best teaching is in Years 2 and 6 where teachers' expectations are very high. A most important strength of the teaching is the good quality of teachers' planning and the thoroughness of the preparation that most teachers make for lessons. In both key stages, lessons build well on what pupils have learned previously. Teachers highlight well what pupils have already learned by using good questioning at the beginning of lessons.
18. An important strength in the teaching is the very good relationships that teachers and support staff have with the pupils in the way that they organise and manage their learning. Nearly all teachers create a hard working but friendly atmosphere in lessons, encouraging pupils to share their ideas and valuing and empathising with their ideas and responses. In response to a Year 6 pupil's answer when exploring "Forgiveness", the teacher was heard to say, 'Thank you for sharing that with us'. Generally teachers have good knowledge and expertise in English, mathematics, science, ICT, religious education as well as in history, geography and design and technology.
19. However, despite the many strengths of the teaching there are some shortcomings. In most lessons teachers challenge the range of pupils' abilities appropriately. This is done well in English, mathematics and science, but is not always the case in other subjects. For instance, in lessons such as religious education, history and geography pupils of all abilities are given the same written work and teachers do not always expect enough of higher attaining pupils. Methods of recording science investigations are often the same for pupils of all levels of ability.
20. The length of some lessons, particularly in the afternoons, is occasionally too long or not carefully timed. When lessons are too long, the pace of the lesson slows and

pupils become restless. In some classes this has an adverse impact on pupils' behaviour which is normally very good. When the conclusion of a lesson is hurried, there are missed opportunities for pupils to discuss and think for themselves.

21. Teachers have good overall knowledge and understanding in all subjects of the curriculum and particularly in the teaching of literacy and numeracy. The programme for the monitoring of teaching along with the intensive programme of staff training in literacy, numeracy and ICT has contributed effectively to raising the quality of teaching and standards in these subjects.
22. The quality of teaching and learning in English is mainly good and very good. Literacy is used well across other subjects of the curriculum such as history and religious education. The teaching of the National Literacy Strategy has been embraced well and teachers have a good knowledge and understanding of teaching the skills of reading and writing. The school has a structured approach to teaching reading skills and this works well. Pupils learn to enjoy books and stories of all kinds. Older pupils are confident readers and in their text study learn to explore how authors create different effects in their writing. The emphasis the school has placed this year on improving spelling and writing across the school is paying off. Teachers use ICT well to give pupils opportunities to develop their research skills in finding information. Pupils with special educational needs receive very good support in literacy and teachers and support staff implement the most recent Code of Practice well.
23. Teaching in mathematics is good overall with some examples of very good teaching in Years 2, 3 and 6. Teachers are secure with the National Numeracy Strategy. Recent emphasis and additional training for the teaching on the mental sessions at the beginning of numeracy lessons have resulted in improving pupils' oral and mental skills in the four operations of number. Lessons are challenging, generally brisk and move at a good pace. Teachers develop pupils' mathematical thinking well to find out alternative ways of working out answers and problems. They build well on what pupils already know in mathematics and high attaining pupils are given more challenging work.
24. Teaching in science is good overall in both key stages and is very good at the end of Key Stage 1. Teachers use scientific enquiry vocabulary well in lessons. Where lessons are less successful explanations are not clear and are sometimes confusing for pupils. Teaching is good in ICT throughout the school. Teachers are confident and plan well. Lessons are consistently pitched at the right level of challenge and teachers use good strategies, such as pupils working in pairs to build confidence and produce work collaboratively.
25. Pupils with special educational needs are taught very well. They are fully included in lessons when working with the whole class, and carefully matched work ensures they learn at an appropriate level. When pupils receive individual teaching, for example, for focused language support, assistants use pupils' individual plans very well to plan each new step in their learning.
26. Teachers mark pupils' work conscientiously and generally it is helpful in showing them how to improve.
27. Homework is satisfactory and is similar to that in most primary schools. It is given in accordance with the home school agreement.

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

28. The school's curriculum is broad, balanced and meets statutory requirements. The improvements in policies and guidelines identified in the previous inspection have had a significant impact on raising standards in specific subjects such as ICT, English and religious education. More rigorous subject reviews now take place and revisions made to long and medium-term plans have resulted in improving curriculum coverage and quality. The time allocated to each subject is appropriate although in some subjects such as art and design which is blocked into half terms, time is squeezed and the development of pupils' skills, such as drawing, is not always sequential. The curriculum is enriched through visits to places of interest and residential experiences for the older pupils. The school provides a good range of extra-curricular opportunities and has plans to further improve on provision for extra-curricular activities. This has been delayed by the building programme which is currently underway. The school promotes equality of access to the whole curriculum effectively and monitors the achievements of pupils with special educational needs. No exceptions are made on the basis of gender or ethnicity. The National Literacy and Numeracy Strategies have been well implemented.
29. Provision for pupils with special educational needs is very good. The teaching assistant with overall responsibility for supporting pupils with special educational needs is very effective, working closely with the special educational needs co-ordinator, class teachers and other teaching assistants to support identified pupils. All statutory procedures are in place and all pupils on the special educational needs register have well-written, detailed, high quality individual education plans. They are relevant and easy to understand. They have clear, appropriate targets and parents and pupils are involved in writing the plans and assessing progress. Very good use is made of the special educational needs room. It provides a welcoming, colourful working space and resources are good.
30. Sound provision for the Foundation Stage has been maintained since the last inspection. The curriculum for children in the Foundation Stage is broad and balanced. It covers all the recommended areas of learning and links smoothly with the Key Stage 1 National Curriculum. It is firmly based on the recommended Early Learning Goals. Although it is beginning to address the small, structured steps in learning leading to the attainment of the Early Learning Goals, this is at an early stage and is an area for development. Learning through purposeful practical activities is promoted successfully and makes a significant contribution to the children's good progress. The curriculum is adapted suitably to meet the needs of all of the children including those with special educational needs and ensures equal opportunity for all. There is a good balance of activities that are taught by adults and those that are chosen by the children themselves, leading to greater independence. However, some activities lack a curricular focus and structure, for example, when higher attaining children are given 'free choice'.
31. The school is committed to promoting equal opportunities for all to learn and to ensure that all pupils are fully involved and included in all aspects of school life. For instance, a drumming group as well as an orchestra ensures that all pupils of both genders and musical ability have access to extra-curricular music. The school is in the process of drafting a policy for gifted and talented pupils to ensure their best progress.

32. The contribution of the community to pupils' learning is satisfactory, and it is part of the life of the school. The school uses the village hall for physical education lessons whilst waiting for the new accommodation to be built. The good spiritual development of children is extended by the involvement with the local church which pupils attend several times a year. The rector and other members of the church take services and are involved in the life of the school, making a valuable contribution. Pupils feel that they are very much part of the local community through full involvement in many community events including the Friendship Circle, May Day celebrations, church fetes, Golden Jubilee, the village carol concert, drama club, pantomime and mini concerts in the parish church. There are good links with some local businesses. Rolls Royce and British Aerospace provided sponsorship for the Easter School; a local shop gave a talk to promote healthy eating; and the local supermarket has organised a number of visits to the local store. These links improve and extend the curriculum well. The school values its relationship with the community, and pupils are well integrated with it. This makes a useful contribution to their sense of citizenship.
33. The provision for pupils' spiritual, moral, social and cultural development is good overall. The school has properly maintained the emphasis placed on this area since the previous inspection.
34. The provision for pupils' spiritual development is good. Religious education and personal and social education lessons provide appropriate opportunities for pupils to discuss and reflect on important aspects of life, feelings and personal beliefs. Staff actively encourage pupils to respect their peers and to recognise and praise achievement.
35. Good provision is made for pupils' moral development. A high priority is given to providing pupils with a clear set of moral values and teaching them the difference between right and wrong. All classrooms have a set of 'Golden Rules' on display, agreed by the pupils. All staff, including support staff and midday supervisors, model the principles they promote including fairness, integrity, respect for property and caring for others. The merit system is popular with pupils and is used well to reward caring attitudes and good behaviour as well as good work. Moral issues feature in many subjects. Year 6 pupils were engaged in an English lesson in a debate about the industrial dispute within the Fire Service. They showed a good understanding of ethical principles. Staff work hard to create an open and safe learning environment where pupils can express their views and listen to those of others.
36. The provision for pupils' social development is very good. The school staff make strong efforts to build relationships between pupils and between staff and pupils. Most lessons are planned to encourage the development of social relationships and these tend to be good. There are residential visits, clubs and major music and drama productions. All of these opportunities help promote pupils' self-esteem.
37. The provision for pupils' cultural development is good. Pupils gain insights into the beliefs and cultures of other people. In religious education, pupils study the customs and beliefs from a variety of faiths and cultures. In geography, resources are provided to illustrate life in other cultures. There is a developing partnership with a school in a Kenyan village twinned with Hutton. Pupils' cultural awareness is improved through visits to local churches and, in Year 4 a visit to a Hindu Temple. The school recognises the need to develop pupils' perception of Britain today as a multicultural society and is working hard to achieve this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Procedures for child protection, health and safety and for ensuring pupils' welfare are good. The school recognises the importance of pupils needing to feel safe and secure, and because pupils feel cared for, loved and nurtured they work their best. However, the play area used by the reception children is not entirely closed off from the rest of the secure school grounds. Owing to the lack of accommodation, most pupils bring lunch from home and this is eaten in the classrooms under supervision. This makes it difficult to ensure the highest standards of hygiene. The strengths identified at the last inspection have been maintained. Procedures for child protection have improved since then and are in line with those of the local education authority. All staff have a copy of the procedures in the staff handbook and the headteacher who takes responsibility has regular training which he shares with staff. Health and safety procedures are good overall, and there are no outstanding issues other than those in line to be dealt with.
39. All teaching and support staff know pupils very well and provide effective and caring monitoring and support for pupils' personal development. 'Circle time', when pupils come together to discuss, is used well to monitor and promote personal development. Procedures for monitoring and promoting good behaviour are very good and very successfully underpin the work of the school. This has created a high quality ethos which impacts positively on the whole school community and makes a very good contribution to the foundation for pupils' learning. Procedures for monitoring and eliminating oppressive behaviour are very good. Bullying is not an issue; it is infrequent and dealt with immediately should it occur. Inconsiderate behaviour is contrary to the whole-school ethos.
40. The procedures for monitoring and improving attendance are satisfactory, because the school has started to use data to identify types of absence to be targeted appropriately for improvement. This relates particularly to some inappropriate taking of holidays in term time which the school is now addressing with parents.
41. Procedures to assess and record children's attainment and progress in the Foundation Stage are good overall. This is an improvement since the last inspection. They cover all the areas of learning in detail and are based on the recommended Early Learning Goals for children of this age. Assessments, undertaken when children start school, are used appropriately to plan suitable programmes of work. Staff know the reception children well and respond to their needs. All adults play a part in checking progress, but systems lack a sharp focus on the small structured steps in learning which lead to achieving the Early Learning Goals. This is an area for development.
42. For infant and junior pupils, assessment and recording procedures are good, overall. They are very good in English, mathematics and ICT, and good in science. For example, the school carefully tracks pupils' progress in English and mathematics through the results of national tests, optional tests and termly teacher assessments. In science, this is less systematic except in Years 2 and Year 6, where it is very good and has improved since the previous inspection. The information gained from these assessments of pupils' work is recorded, collated, analysed and used well to provide a detailed, clear picture of pupils' achievement, to track progress and to guide the planning of future work. Test results are carefully analysed to identify any areas for development. The school is developing the use of computer assessment programs to record analyses of tests and to track pupils' progress more easily. An 'Evidence Book', containing assessed samples of work, provides an effective overview of every

individual pupil's progress from reception to Year 6 in English, mathematics, science and some of the foundation subjects.

43. The lack of formal, agreed assessment or recording procedures for other subjects limits the use of assessment to guide the planning of new work and makes it difficult to track progress and to meet the learning needs of different groups or individuals. This has already been identified by the school as an area for development.
44. The marking of pupils' work is generally good and is helpful in showing them how they can improve their work. Self-evaluation for pupils is being developed positively. All pupils, with their teachers, set their own personal targets in literacy, numeracy and personal development. These targets are recorded in detail in individual folders titled 'My Folder' and are reviewed regularly. This is a positive development which helps pupils understand what they are doing, how well they have done and what they need to aim for. It is beginning to have an effect on improving standards. A good number of teaching assistants work very well with individuals and groups of pupils, to support learning. This is a strength. The school provides extra support as needed to enhance pupils' learning and to raise standards. For instance, it organises additional special educational needs, literacy and numeracy support groups. Individual education plans for pupils with special educational needs are reviewed continually. Some teachers have the pupils' targets inside workbooks to aid continual assessment. Parents and staff know targets. This helps pupils make very good progress in their learning based on their previous knowledge and attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The view of parents and carers is that this is a good school which they value and this is reflected in the significant number who attend from outside the immediate area by choice. In spite of this, only just over a third of all parents responded to the questionnaire. All areas were very positive except a third of those responding did not agree with the statement that the school provides an interesting range of activities. The evidence of the inspection does not support this as the provision is judged to be good. The large majority of parents feel well informed about their child's progress, but about a tenth do not agree. Nearly all parents feel comfortable approaching the school. The large majority of parents feel the school works closely with them but about a sixth of those who responded do not agree. The inspection found no evidence to support a small minority of parents' written negative comments on the quality of communication. Parents' views overall at the meeting were very positive and indicated the school is good and improving. Parents say the school is welcoming and deals with issues.
46. Admission arrangements to the reception class are smooth and work well. Relationships between staff and parents in the Foundation Stage are very positive. Foundation Stage booklets provide useful information for parents. Staff encourage parents to be closely involved as partners in the education of their children and involve them in setting targets for their children. A number of well-briefed parents are committed to supporting the reception classes as parent helpers.
47. The school's links with parents and carers are good and this relationship has a positive effect on many aspects of school life. This strength has been maintained since the last inspection. The quality of information provided for parents, particularly about pupils' progress, is good. Annual reports are good and state what a pupil knows and can do and includes targets for improvement. Home/school agreements

are good but a significant proportion of parents do not respond and commit to the partnership. These agreements are well thought through; for younger pupils they focus on the pupil and what is expected of them, whilst for the older pupils they focus on them as a member of the community with responsibility for younger pupils. Other information for parents is good and includes a link book to ensure constant communication between home and school. This also involves pupils in its use. However, whilst this is used well by some parents others do not make sufficient use of it as a means of communication with the school. Curriculum sheets also keep parents well informed. There are good opportunities to talk about their children's progress, including formal meetings and informal opportunities.

48. The impact of parents' involvement on the work of the school is good. They make a good contribution to children's learning at school and at home. Where parents provide assistance in class, on visits or at home, their help has a positive effect on pupils' achievements. Some parents help regularly in class and are well supported in this by the class teacher to enhance teaching. The Friends of the School work hard to give the school very good support with social and fundraising events. Through their generosity and effort, the association has done much to enhance the quality of resources. The vast majority of parents are very supportive of the work of the school, and it has their confidence.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher provides good leadership and it is because of this that the school has moved forward in many areas since the last inspection which took place shortly after his appointment. Together with the staff, he has devised clear aims for the school encompassed in the school's mission statement, "Nurturing creative Learners for Tomorrow's World". This is clearly published for parents in the school prospectus. On a daily basis, staff and governors show a clear commitment to the school's vision and this impacts strongly on the ethos of the school. It is evident in the very good attitudes and confidence pupils have to their work, their sensitivity and consideration for others, the very good behaviour as well as the ongoing rise in standards that is taking place. The headteacher leads by example, teaching regularly to release teachers for tasks such as monitoring standards in subjects and staff training. He has led the school successfully in tackling the issues identified in the last inspection report of 1997 despite changes of senior staff and other teachers.
50. The school now has a sound management structure in place and regular meetings are held to consider school developments and ensure clear lines of communication with the team of teachers. The assistant headteacher who teaches the Year 2 class and the senior teacher who is Key Stage 2 co-ordinator and teach in Year 6 support the headteacher well. They set examples of very good practice to other staff both in their teaching and co-ordination of subjects. The assistant headteacher takes on a wide range of responsibilities, such as mentoring newly qualified teachers and students and is a team leader for performance management. The senior teacher has pursued her role of ICT co-ordinator with enthusiasm. Along with the headteacher she has undertaken additional training to become a "platinum trainer" in ICT and takes a major role in supporting colleagues in this area, so raising the standard of teaching of ICT at both key stages.
51. Good management is seen in the way the headteacher has increasingly involved governors in school development planning since the last inspection, in taking on further links with specific curriculum subjects and in sharing the analysis of school results. The development of the ICT suite, its use and staff training in ICT is another

area that has been well managed and has resulted in standards improving from unsatisfactory at the time of the last inspection at both key stages to be above average in this inspection.

52. Since the last inspection the school has worked hard to alleviate the problems caused by the unsatisfactory aspects of the accommodation. Improvements have been well thought out and the headteacher and governors have worked closely alongside the local education authority in a bid to secure funding for a new hall, reception and shower area from Sport England (Lottery Funding). Building is due to start very shortly. This successful bid, which has an emphasis on community involvement, will greatly improve the accommodation in the school which still has major shortcomings, despite the efforts made by staff to overcome them. The new building will enable a larger area to be used as a computer suite and a music room, as well as releasing further space for the school library.
53. The present accommodation is adequate to meet the needs of the curriculum. However, the extremely small school hall continues to be a shortcoming. The school uses the nearby village hall for physical education lessons and for school events, such as the harvest festival. This enables parents to attend. However, the frequent movement between buildings means that staff and pupils endure unnecessary pressure to maintain the timings of the timetable.
54. Since the last inspection the school has successfully improved identified the systems for monitoring and evaluating new curriculum developments to ensure raising pupils' attainment. It has reviewed its planning and schemes of work in all subjects. It uses the National Strategies for Literacy and Numeracy effectively and has adapted the recommended guidelines for nearly other subjects. Planning and assessment in literacy and numeracy now clearly identify the raising of attainment for pupils of different levels of ability but this is not always the case in other subjects. The headteacher and subject co-ordinators systematically monitor the teaching of English, mathematics science, ICT and religious education. Developments such as improving standards of writing, spelling, and number operations have been as a result of this monitoring along with the analysis of pupils' results. Other subjects, such as geography and art and design, are planned for monitoring and development for the current year. Generally, the school has got off to a good start and made sound progress with the monitoring of subjects. Subject co-ordinators provide reports on the outcomes of their monitoring to staff and governors. Some subject co-ordinators, for instance, in religious education have worked jointly with advisors in monitoring lessons and this has helped their understanding of the process.
55. Performance management is now securely in place for the headteacher and all teachers. The programme is in line with the third round. Governors are in the process of updating the Performance Management Policy. This is an improvement since the last inspection when the development of the appraisal system for teaching staff was a key issue. The headteacher and senior staff undertake thorough and regular lesson observations and sampling of pupils' work. These are positive features and show elements of good practice. However, the monitoring of teaching is haphazard and does not tie together sufficiently well. It is not clear how the school uses the outcomes of monitoring teaching or what steps are taken next. For instance, monitoring does not clearly focus on specific issues related to the priorities in the school improvement plan or to teachers' own individual needs.
56. The management of special educational needs is very good. The school pays due regard to the recent Code of Practice. There is a small teaching area which provides

a quiet and purposeful learning area for pupils with special educational needs. The provision and quality of teaching by the support assistant designated for special educational needs provide excellent support to teachers, support assistants and pupils. Pupils are supported in both small withdrawal groups and individually, as well as in classes. Support assistants are well informed and well deployed to meet pupils' needs effectively. The school works closely with outside agencies to ensure pupils get the best support available. Relationships with parents of pupils with special educational needs are very good.

57. Responsibility for the co-ordination and management of the Foundation Stage has not been delegated and no person has a clear overview of developments. There is a need to clarify this key role to ensure that full responsibility is taken for developing and improving the curriculum provision in the reception class. All Foundation Stage staff work well together and good teamwork is evident. The experienced reception teacher and support assistants provide good support and teaching for reception children. However, the planning and organisation of the curriculum do not take into account the small steps of learning considered appropriate for children of this age. Activities are not always sufficiently well structured to match the needs of the higher attaining children. Accommodation and resources are good, overall, and impact positively on the quality of learning opportunities. However, the outside play area, although improved since the last inspection, is not fully secure. Children are not able to play outside all the year round because of the lack of a covered area.
58. The governors of the school support school development well. They show strong commitment to the school. They fulfil their statutory duties satisfactorily and since the last inspection, have increased their involvement in school development planning. There have been several changes of governors since then and there is currently a shortfall of one member. Governors benefit from individual training by the local education authority and this brings new governors up to speed quickly. However, no recent whole governing body training has been undertaken. The governing body has a well-established committee structure with clear terms of reference. It has a clear view of how it wants the school to move forward and governors share the headteacher's vision for the school. Governors have worked diligently over the past two years to ensure the success of the new bid to improve the accommodation. They have a good understanding of how the school works. They gain this information in several ways: through formal governing body meetings in which they are kept well-informed by the headteacher and staff; through sub-committee meetings; through more informal meetings with staff and in their roles as link governors for curriculum areas. Governors have opportunities to visit lessons although this is not well taken up due to the work commitments of most. The governing body does not actively seek views on the school from parents and how they would like to see it improved. They hold an annual meeting for parents and produce an informative report, however the meeting is not generally well attended.
59. The Finance Committee receives regular budget profiles from the headteacher so that spending is closely monitored and any under-spend at the end of each year is small. This is an improvement since the previous inspection when the monitoring and evaluation of financial spending were key issues. The school is currently developing a contingency fund in order to finance the equipment of the new school hall, library and computer suite when the building project is completed. The budget is managed effectively and budget controls are clear. The last auditor's report identified a number of improvements to be made in the school's financial management and they are being addressed. Specific funds are used for their intended purpose. Governors review spending decisions, for example, the effectiveness of the new ICT. Effective systems

- are in place for ensuring that good value for money is achieved when purchasing. Overall, the school's commitment to Best Value principles is satisfactory.
60. Teaching staff have an appropriate range of qualifications and experience to teach the subjects of the National Curriculum. The two newly qualified members of staff are well supported by the assistant headteacher and the Key Stage 2 co-ordinator. The school has a mentoring system and provides clear guidance to them on what they need to address as a result of checking planning and observing lessons. The school provides good support and guidance to student teachers, working closely with their partner higher education institution. Several changes of teachers have taken place over the past two years owing to promotions and relocations by staff and to maternity leave. The staff is now recovering its stability and the team building into a coherent and embedded staff is a recognised priority of the headteacher.
61. The overall satisfactory range and quality of learning resources have been maintained since the last inspection. Resources are very good and used very well in ICT. In English, mathematics, geography and music resources and their use are good and this impacts positively on the quality of learning and extra-curricular opportunities for pupils. In all other subject areas, resources are satisfactory. Resources are generally accessible, however, there are deficiencies in the accessibility and quality of both the library and physical education resources. The school is planning to improve these in the near future when the proposed new hall is completed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise standards and improve the quality of education, the headteacher, staff, and governors should:
- (1) Improve the leadership, management and curriculum of the Foundation Stage by:
 - Appointing a Foundation Stage co-ordinator with responsibility for the overview of the curriculum;
 - Planning the curriculum with regard to the small steps of learning considered appropriate for children of this age;
 - Extending and linking assessments to the small steps in learning described in the national guidance;
 - Ensuring that the outside play area is fenced.
(see paragraphs: 16, 30, 41, 57, 66, 69, 70.)
 - (2) Further raise attainment for pupils by:
 - Matching work to pupils' ability levels and devising assessment procedures in subjects other than in English, mathematics and science.
(see paragraphs: 19, 43, 54, 105, 113, 118, 123, 138, 141.)
 - (3) Improve the leadership and management of the school by:
 - Ensuring a cohesive and systematic approach to monitoring the work of the school and the performance management of teachers linked closely to school development planning and identified priorities.
(see paragraph: 55.)

63. In addition to these key issues for action, the following less significant issues should be considered for action:

- The school should further encourage all parents to commit to the home/school agreement and not to take pupils out of school for holidays in term time*;
- The governing body should devise mechanisms to regularly seek parents' views of the school.
(see paragraphs; 47, 58.)

* The school has already identified this as a priority for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

44

Number of discussions with staff, governors, other adults and pupils

37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	22	14	1	0	0
Percentage	0	16	50	32	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

207

Number of full-time pupils known to be eligible for free school meals

1

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

42

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

4

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

6

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	18	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	11	12	11
	Total	27	28	27
Percentage of pupils at NC level 2 or above	School	90 (100)	93 (87)	90 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	11	11	11
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	93 (93)	90 (90)	93 (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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	14	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	14
	Girls	11	14	16
	Total	25	26	30
Percentage of pupils at NC level 4 or above	School	83 (80)	87 (87)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	13
	Girls	11	12	15
	Total	22	22	28
Percentage of pupils	School	73 (80)	73 (90)	93 (97)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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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	206	0	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	1	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	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	140.5

Financial information

Financial year	2002
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	£
Total income	452,327
Total expenditure	442,188
Expenditure per pupil	2146
Balance brought forward from previous year	27,960
Balance carried forward to next year	38,099

Recruitment of teachers

Number of teachers who left the school during the last two years	4
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)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	1	0	0
My child is making good progress in school.	68	27	4	0	1
Behaviour in the school is good.	51	44	1	1	3
My child gets the right amount of work to do at home.	47	39	12	3	0
The teaching is good.	66	25	5	0	4
I am kept well informed about how my child is getting on.	55	35	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	3	3	0
The school expects my child to work hard and achieve his or her best.	69	29	0	0	2
The school works closely with parents.	52	32	13	3	0
The school is well led and managed.	45	40	8	4	3
The school is helping my child become mature and responsible.	51	48	0	1	0
The school provides an interesting range of activities outside lessons.	26	39	19	4	12

Percentages are rounded to the nearest integer and may not total 100.

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

64. Children are admitted into the Foundation Stage in the September of the year in which they are five. Thirty children attend school on a full-time basis in one reception class. The Foundation Stage children, including those with special educational needs, receive very good support from experienced teaching assistants. This is a strength. Over 60 per cent of children in the reception class come from outside the school's immediate area. Most have received some form of pre-school experience and links with the local playgroup are well developed.
65. When they start in the reception class, children's attainment is very wide ranging. Overall, it is broadly in line with that expected in almost all areas of learning, but with a significant minority of children being below average in their personal, social and emotional development and having poor listening skills. As a result of good teaching, along with the very good support provided by the support assistant, children's achievement is good. Children make good progress and by the end of the Foundation Stage, most attain nearly all of the Early Learning Goals recommended for children of their age, in all the areas of learning.

Personal, social and emotional development

66. Teaching is good and children achieve well, from an overall below average starting point. This reflects the high expectations of staff in this area. By the end of the Foundation Stage most are on course to attain the Early Learning Goals. Adults set good examples for children and value their contributions. They treat each other and the children with courtesy and respect, leading to very good relationships between children and staff, positive attitudes and a good response to well-established routines. Children behave well and begin to understand the difference between right and wrong through sensitive handling of everyday incidents by staff and through stories. Although a number are easily distracted and find it difficult to listen, they respond very well to praise given by the teacher and to her positive approach. Good opportunities for children to share experiences are provided. For example, in a discussion about 'families', they discussed what is special about their families and learned to take turns to speak and to develop their speaking and listening skills. The focus was a lighted candle, an effective strategy which captured the children's attention and encouraged concentration. They enjoy school and are beginning to play and work well together, for example, sharing constructional apparatus fairly. Adults ensure equipment is easily accessible to help children become independent. The teacher has devised a good strategy in the form of a 'choosing board' to encourage children to organise themselves. Planning promotes learning through purposeful play and first-hand experiences. Although children are given opportunities to make choices, some activities lack focus, and opportunities to develop knowledge and social skills are missed.

Communication, language and literacy

67. Teaching is satisfactory, overall, with some good features. Children make sound progress. Children start in reception class with very wide ranging but broadly average attainment in language skills. Although many start with speaking skills that are as expected for their age, a significant minority have very limited listening skills and are unable to concentrate for long. In whole-class sessions, some children exhibit a lack

of control by calling out. This is improving as they gain confidence through well-organised group work and 'circle times'. Vocabulary knowledge is limited for a significant minority of children, for example, many children identified a picture of an elephant but few could identify its trunk, calling it a 'paw'. The very good adult support given to children, including those with special educational needs, is a significant factor in extending language skills generally and developing listening skills effectively. By the end of the Foundation Stage many are likely to attain the Early Learning Goals, with the more able set to exceed expectations.

68. Children enjoy stories and listen to them with increasing attention and recall. Elements of the National Literacy Strategy are used effectively. For example, when the teacher read a story about a boy and his great-grandfather, she shared the book with the class, encouraging them to understand that print and pictures carry meaning. They soon pick up key features of the story and most can put events into the right sequence. Many understand the way stories are structured and handle books carefully but a few children are unable to identify the front and back of a book. Very good use is made of language games to promote reading skills, for example, when children play a game of matching sounds to pictures. The teacher uses good strategies to teach letter sounds. For instance, after reading the story 'Handa's Surprise', she used a basket of the appropriate fruit and gave opportunities for all the children, including those with special educational needs, to choose and name a piece of fruit, encouraging them to recognise initial sounds.
69. Most children are developing confidence in 'mark making' in a variety of ways and many understand that these carry meaning as a result of the teacher's well devised strategies. For example, she models writing the names of the fruit in the story 'Handa's Surprise', clearly demonstrating how to form the letters correctly. Many use pencils to practise patterns and write their names in their books. Staff provide appropriate opportunities for children to write in the 'Writing Area' and in the 'Vegetable Shop'. They create class books about "Our Class Walk", "How do you feel?" and "Funny Names", containing their own 'mark making' and writing for various purposes, with very good support from staff. A few higher attaining children work independently, using their phonic skills with growing ability. Where tasks go on for too long, many lose interest and concentration. Planning mainly addresses the Early Learning Goals but it does not always identify the small structured steps in learning, to help children to achieve these goals.

Mathematical development

70. Teaching is satisfactory, overall, with some good features. Children make sound progress. By the end of the reception year most children are likely to attain many of the Early Learning Goals in all aspects and a number of more able children are on course to exceed the goals. Elements of the National Numeracy Strategy, are used soundly, with an appropriate balance of mathematical activities that are taught directly by the teacher and those that children choose themselves. Although planning addresses the Early Learning Goals, it does not always identify the small structured steps in learning, to help children to achieve these goals. Children's interest in numbers, counting, matching and ordering is maintained through good use of number games and activities. Songs, such as 'Five fat sausages' increase children's understanding of 'more than' and 'less than'. Higher attaining children use the terms 'more' and 'less' with confidence. A few count to ten reliably, and as a class, to 50 and beyond, with the teacher. Although this raised some children's awareness of higher numbers, it was by rote, with limited understanding and many found it difficult. Staff record detailed observations of children's understanding as ongoing

assessments and use these well to guide planning of the next steps in learning. Through using shapes, structured apparatus and 'earth' trays, children develop a basic understanding of space, shape and measures. For example, making 'cylinder models' and discussing them helped children to understand the shape and size. It also enhanced language and creative skills. Where teaching is most effective, activities are carefully structured, with a suitable level of challenge, enabling most children to achieve well. Less effective teaching is seen when activities lack structure and purpose. For example, when a group of higher attaining children were given 'free choice', opportunities were missed to develop skills and perseverance and this had an adverse effect on progress.

Knowledge and understanding of the world

71. Most children achieve well in this area of learning, reflecting the good teaching. Staff build on what children already know and can do in a structured way, enabling them to make good progress. They plan a good range of well-prepared, interesting and purposeful play activities to encourage children to learn more about the world. Staff foster children's curiosity and interest by the well thought out use of a wide range of interesting resources. For example, using a variety of tropical fruit in an investigative activity using their senses, motivated the children well and captured their attention. A group of children with challenging behaviour was very well supported and managed by teaching assistants. As a result, the children were enthused by the experience so that they achieved well in tasting, feeling, closely observing shapes and patterns inside cut fruits through magnifying glasses. They were able to describe the fruit, using 'sour, sweet, sharp'. Children's sense of place was increased by making a class book, "Our class walk" with simple drawings of maps of the village. Talking about their families and listening to a story about a little boy and his great-grandfather fostered their sense of time. They make 'fruit' from salt dough and explore constructional apparatus, joining equipment with growing skill and awareness of safety. Many are interested in using the computer and, with support, begin to develop basic ICT skills. Very good use is made of visits to local places such as the church, and to Bristol Zoo, to support children's understanding of their own culture and the local environment. Cultural awareness is promoted through a wide variety of creative experiences and stories, for example, 'Handa's Surprise'.

Physical development

72. Teaching in this area is good. By the end of the Foundation Stage, most children achieve well and are set to attain expected outcomes for their age. In physical education lessons, children are developing the ability to travel over, around, under and through large balancing and climbing apparatus. Children are developing a good awareness of space and of others and are beginning to show respect for other people's space. They move confidently, safely and sensibly around the hall, with increasing co-ordination, control and imagination. Staff encourage the understanding of positional language, for example, 'along, across, over, under'. The outdoor secure play area provides an effective resource to encourage the development of children's large bodily skills, through using the large climbing apparatus and appropriate wheeled toys. They run, jump, scramble, balance and climb, using a satisfactory range of equipment. However, the outside play area, although improved since the last inspection, is not securely fenced off from the larger school site. Children are not able to play outside all the year round because of the lack of a covered area. Good opportunities are provided to promote the development of children's fine physical skills. Staff teach skills such as cutting and handling small tools, such as writing implements, paintbrushes, scissors, glue sticks and the use of toys and models for

imaginative 'small world' activities to help them gain safe control of these finer movements. Many find this difficult but are well supported by staff. Safety is well addressed.

Creative development

73. Staff plan an appropriate balance of activities between those taught directly, and those that children choose themselves to help children to develop their creative skills and knowledge, as well as independence and decision making skills. Children make good progress as a result of the good teaching in this area and many are likely to attain many of the Early Learning Goals by the time they leave the reception class. Most children enjoy creative activities, gain confidence, begin to differentiate colours and explore texture and shape to make colourful collages. With good support they create patterns, prints and pictures of sunflowers. Staff manage children very well so that they try hard, for example, when making models of tropical fruit out of salt-dough. Teaching assistants and adult helpers are very well deployed. They support children, including those with special educational needs very well. For instance, when the children made three-dimensional models of 'cylinder people' using re-cycled materials. This activity also enhanced their knowledge of shapes. Very well organised group work ensures all are included and have equal opportunities to work at all activities. Children join in singing familiar songs and rhymes, such as 'I hear thunder', with gusto and growing confidence. The 'Vegetable Shop' encourages role-play but there is less intervention by adults than in other creative areas and opportunities to develop children's imaginative play and sustained conversation are missed.

ENGLISH

74. Standards in English are above average at the end of Year 2 and Year 6. This is an improvement since the previous inspection and since the results in 2002. In Key Stage 1 there has been a significant improvement on last year's results in writing where standards dipped to be below average. The percentage of pupils attaining the higher levels in reading and writing is now significantly above the national average. Most pupils in Key Stage 2 make at least satisfactory progress in English, including reading, writing, speaking and listening. In comparison with schools in similar circumstances, results showed that pupils performed below average. This was because fewer pupils in that particular group reached the higher levels, particularly in writing.
75. The great majority of pupils in the school are keen, interested and motivated in all they do. Relationships between teachers, support staff and pupils are good and are a key factor in the improvement in standards in the subject across the school.
76. Pupils of all ages have very positive attitudes to reading. Their achievements are at least satisfactory and many pupils achieve well. They talk openly about their favourite authors and books. Particular authors pupils like are J. K. Rowling, Roald Dahl, J. R. R. Tolkien and Jacqueline Wilson. Most pupils have well developed reading habits at both home and school and the support given to pupils at home is a positive factor in raising standards. There is a small library at the school but it is difficult to access and cannot be used effectively. The school is well aware of this problem and is planning to improve this facility when the new buildings are completed. There is no public library in Hutton, the nearest is in Weston-Super-Mare, therefore, few pupils are regular visitors. Teachers encourage pupils in lessons to develop their learning skills, for example, by using computers to research topics further. The use of ICT to

support the teaching of literacy is well developed and the co-ordinators of both English and ICT have identified this as a continuing priority. The provision of interactive whiteboards in three classrooms and of a video projector, linked to the provision of a laptop computer for each member of staff, has already begun to impact positively on the teaching of English.

77. By the age of seven, the majority of pupils are reading at the expected level and many are able to use strategies, especially phonics, for decoding words. By the age of 11, some pupils confidently explain their likes and dislikes and discuss at a literal level how different authors develop characters, themes and plots. Most pupils are aware of conventions such as alphabetical order, contents, index and glossary and know the difference between fiction and non-fiction books. The school is very well resourced for 'big books' and this assists with the implementation of the National Literacy Strategy. The school has also introduced a scheme whereby Key Stage 2 pupils are paired with Key Stage 1 pupils in some classes and they read together benefiting both age group of pupils.
78. Developing pupils' writing skills has been a focus of the school improvement plan. Standards seen during the inspection are good for pupils in Years 2 and 6. A consistent approach to medium-term planning at both key stages has been established. All teachers have completed training relating to the National Literacy Strategy and they are carrying out the strategy effectively. As a result, they put more emphasis on teaching and developing basic skills. The co-ordinator has initiated strategies that have helped pupils to progress well in writing.
79. The work completed in literacy lessons enables pupils to understand different styles and functions of writing such as describing, reporting, narrating and persuading. In some classes this is supported well through the work done in other subject areas, particularly history. Younger pupils in the school are showing significant signs of improvement in their writing. Pupils in Years 4 and 5 were seen using dictionaries, thesauruses and electronic spell checkers well to support their writing.
80. There was evidence of pupils using ICT to enhance the presentation of written work. Marking is good and helps pupils understand what they need to do to improve their work. They are beginning to make appropriate use of computers to review and edit written work but more could be done by staff to help in this way. The co-ordinator has identified these issues as requiring development and has plans to address them.
81. Overall, standards in speaking and listening are good. Pupils of all ages talk freely and confidently. Most willingly take part in class discussion and are keen to share their ideas and views. Teachers' questioning in classes involves all pupils and teachers value their contributions and use correct and incorrect answers skilfully to reinforce teaching points. This positive ethos enables pupils of all ages and abilities to offer suggestions without the fear of ridicule or embarrassment and the contribution of pupils is always recognised and praised by staff. This is a significant factor in fostering the good attitudes that pupils have to English.
82. Teaching is mainly good and very good, and there is no unsatisfactory teaching. The continuing improvement in standards is driven by the effectiveness of teaching. In the better lessons, teachers explain to pupils exactly what is expected. Pupils rise to the challenge, especially when lessons are well paced and both teacher and pupils highlight new learning at the end of lessons. Teachers provide work for pupils of different levels of ability and pupils with special educational needs make very good gains in their learning. Homework is given regularly.

83. The planning is good and there is a well organised planning system to ensure pupils get full and appropriate coverage of the National Literacy Strategy. Pupils' progress is carefully monitored and tracked, to ensure work is matched to their ability and need.
84. The co-ordinator for English provides strong leadership. She has a clear understanding of what needs to be done to raise standards and the literacy action plan is a good working document. Literacy teaching is monitored and pupils' test results are analysed and targets set for individual pupils. The co-ordinator has observed the teaching of all staff and her notes are shared with the teacher. However, the time allocated to her to do this and to support the subject is insufficient. The school knows where pupils are in terms of National Curriculum levels and where they should be at the end of each year. Progress towards end of year targets is regularly reviewed and adjustments made to curriculum plans, teaching methods and support structures where necessary. Local education advisory staff have supported the co-ordinator in implementation of the National Literacy Strategy and she has made good use of this support.
85. The school has good resources for English but there are areas the co-ordinator has identified that need review. However, because the new building project is not yet completed and a new library space created, this is on hold at the moment. There is a good variety of fiction and non-fiction books as well as reference books for pupils to use in classrooms and in the existing library space. There are plenty of group readers and 'big books'.

MATHEMATICS

86. Pupils in Years 2 and Year 6 attain standards that are above those expected for their ages in all areas of mathematics (number, algebra, shape, space and measures and data handling). This is a similar picture to that at the time of the previous inspection. For seven year olds, standards have improved since the 2002 national test results. These showed standards that were close to the average, compared with all schools nationally, but were below average in comparison with similar schools. Standards have been maintained for 11 year olds since the 2002 tests, when standards were above average compared with all schools nationally, but were average in comparison with similar schools. There are no marked differences in the performance of girls and boys.
87. Standards are improving because of the good teaching in each key stage, the sound implementation of the National Numeracy Strategy, good subject leadership, thorough analysis of assessment results and very effective assessment procedures, which are used very well to guide planning. Infant and junior pupils make good progress, reflecting the overall quality of the teaching, particularly in Year 2 and Year 6. Pupils with special educational needs are very well supported and make good progress. The school's curriculum targets have been to focus on the four number operations and to raise attainment for the more able pupils, and these are being addressed appropriately. However, although these initiatives are beginning to take effect, particularly at the end of the infants and the juniors, they have not yet had sufficient time to permeate the whole school, and provision for more highly attaining pupils varies.
88. By the age of seven, pupils use and apply their number skills confidently to solve number and money problems relating to real life. For example, many pupils in Year 2 can add sums of money such as £4.50 + 50p very quickly mentally. They check their

results using a variety of coins, also developing a basic understanding of decimal points. They use their mental recall of addition and subtraction facts to 20 to work out 'double 10, double 20, double 40' and then the inverse operation of halving these, very rapidly. They use their two, five and ten times tables well, and also work out the division facts. They explain their calculations, using correct mathematical terms, for instance, 'doubling, halving, multiply, divide', with good understanding. Most have a good knowledge of place value to 100, many to 1,000. They know the properties of two and three-dimensional shapes and know, for example, the difference between a square and a rectangle. They use measuring instruments accurately. They collect information, recording it in a variety of ways, such as simple tables, charts and graphs to solve problems, for example, about hair colour.

89. By the age of 11 pupils work out calculations in their heads quickly and many use their understanding of place value to multiply and divide whole numbers and decimals by ten, 100 and 1,000. Many pupils are secure in making sensible estimations when, for example, multiplying three digit numbers by two or three digit numbers. They check their results by applying inverse operations or using approximate estimates, as well as using calculators and teachers encourage this approach. They have a good understanding of fractions, decimals and percentages and of shape, space and measures. They measure and draw angles accurately, to the nearest degree, using apparatus, such as a protractor and also working on the interactive white board, with growing skill. They calculate perimeters and areas of a rectangle, using the formula with good understanding. They use a range of diagrams and charts to collect and interpret information. Pupils are confident in using and applying their mathematical knowledge to problems and investigative work which is well addressed across the school.
90. The quality of teaching and learning throughout the school is good overall, varying from satisfactory to very good in both infants and juniors. Examples of very good teaching were observed in Year 2, Year 3 and Year 6. Teachers manage pupils very well, their subject knowledge is secure and the deployment of teaching assistants support learning very effectively. These factors contribute significantly to the good progress and efforts that pupils make and to the good quality of their learning. Homework is used well to reinforce skills. Very good relationships motivate pupils well who have very positive attitudes and enjoy lessons.
91. In the very good lessons, teachers have very high expectations, with tasks that are challenging, so that pupils of all abilities achieve very well. For example, in a very good Year 6 lesson on measuring angles the teacher had planned work that matched the differing levels of understanding of all groups very well. This enabled all pupils of varying abilities to achieve very well. In another very good lesson, Year 3 pupils were given a high level of challenge because the teaching took into account the differing levels of pupils' prior attainment. The work became increasingly more challenging, according to the different abilities of pupils, so that every child tried hard, was fully stretched and able to reach full potential. In another very successful lesson about using and applying number skills to solve money problems, the teacher built very well on Year 2 pupils' previous learning using practical apparatus. The tasks and her probing questions make them think hard. Less successful features of teaching were seen where work was less challenging, particularly for more able pupils, for example, when higher attaining pupils were given the same work as average attaining pupils. Where the pace was slow, pupils lost interest. These features have an adverse effect on progress.

92. The teachers are familiar and secure with the National Numeracy Strategy, which they apply consistently. Planning is effective and the three-part lesson structure is well established. Identifying what is to be learnt in a lesson is clearly defined in the planning and shared with pupils when lessons begin. Teachers use a good range of mathematical vocabulary which results in pupils being able to explain their work using the correct terminology. Very effective oral and mental sessions are usually delivered with enthusiasm, pupils learn quickly and show very good mental agility, especially in Year 2 and Year 6. The main teaching activities involve pupils in practising their skills. The use of clear questions at the end of sessions to assess what pupils have understood is a strong feature of teaching.
93. In all areas of the school, pupils use ICT very well to develop their mathematical knowledge, skills and understanding. Literacy skills are enhanced by reading word problems and by using and extending mathematical vocabulary. Numeracy skills support learning well in other subjects. For example, in geography, data is collected and recorded in simple graphs and tables and in design and technology, skills in shape, patterning and measuring are used well.
94. Assessment and recording procedures are very good. Teachers use informal observations and regular mental and written tests, including non-statutory tests, to assess pupils' attainment, to track their progress and to set individual targets. Information gained from the assessments is used very effectively to guide the planning of future work. The school provides extra support to raise standards by organising additional numeracy support groups, as needed. Subject co-ordination is good. The committed and enthusiastic co-ordinator has very secure subject knowledge. She has been involved in the monitoring and evaluation of teaching and learning, well supported by the headteacher, so that she has a good overview of strengths and areas for development.
95. The school has made sound improvements in mathematical provision since the last inspection. The National Numeracy Strategy is well established, the role of the subject co-ordinator has been strengthened and standards are rising.

SCIENCE

96. Standards are above average in Years 2 and 6 and pupils achieve well. This is similar to the previous inspection and compares favourably with results in 2002. This is due in part to the good work done by the science co-ordinator to improve the teaching of the investigative aspects of science and to the high expectations of staff.
97. Pupils' performance in science tests at the end of Key Stage 2 has risen steadily over recent years, and results have been well above average in comparison with all schools for 2001 and 2002. Pupils have made very good progress compared with their attainment at the end of Key Stage 1. Standards in science are well above average compared with similar schools. Test results for pupils in Key Stage 1 in 2002 were average in comparison with all schools but a significant number of pupils attained at the higher level (Level 3) and this put the school into the top five per cent nationally at this level.
98. Pupils' achievement is good. They work and concentrate well and particularly enjoy the investigative aspects of science lessons. Pupils with special educational needs achieve as well as others, thanks to the good support from classroom assistants and, in some cases, parent helpers.

99. Pupils in Year 1 work at a good level when they sort and describe a range of common materials effectively exploring their properties such as flexible, rigid and transparent. During the inspection pupils in Year 2 undertook a very well planned and organised investigation to find out how different foods such as raisins, chocolate, flour, sugar, bread and cheese change when they are heated. Almost all pupils showed a good level of prediction. They carried out their experiments sensibly in their groups with good regard to safety. As a result of very good teaching and support from adults, very good learning took place. All pupils developed a secure understanding of a fair test and knew that materials needed to be kept at the same distance from the heat source. Many knew and understood whether the changes they made were reversible or irreversible and were able to predict accurately for some foods, such as chocolate, what would happen.
100. Pupils make satisfactory progress in Years 3 and 4 as a result of sound teaching. In Year 3 they know about animals and their habitats, test rocks and soils. They develop their scientific vocabulary well. In Year 4 they show a good understanding of the earth in relation to the sun and what happens to cause day and night. Less progress is evident for pupils in Year 5 owing to weaknesses in teaching. For instance, teaching does not build sufficiently well on what pupils already know. Although pupils undertake investigations in, for example, friction and evaporation, these do not have sufficient challenge. The presentation and recording of work are untidy and teacher's explanations are sometimes confusing. As a result of good and very good teaching, standards in Year 6 are considerably better. Pupils make very good progress and achieve very well. Work is challenging and the expectations of pupils' standards of recording in charts and investigations are high. Written work is marked carefully and comments are useful in helping pupils move on in their learning. Aspects of pupils' work, for instance, on micro-organisms and forces are taught very effectively and pupils show a good understanding of what they know in their diagrams and recording. In a lesson on photosynthesis, pupils, working in pairs, were able to describe the process articulately to an 'alien' and were able to demonstrate it clearly with the use of cards. The lesson made a good contribution to pupils' spiritual and social development. For instance, pupils were impressed at how plants feed themselves although they do not move.
101. Teaching in science varies from very good to unsatisfactory. It is good overall in Key Stage 1 with some very good teaching evident in Year 2. Teaching is more varied in Key Stage 2 where teachers' expertise and knowledge of the science scheme of work are less secure. The strengths in teaching are in the good use of scientific vocabulary, effective questioning, well-planned and organised scientific enquiries and in the very good relationships between teachers and pupils. Shortcomings are evident are in the quality of pupils' recording and the independent planning of their enquiries in some classes. Recording sheets for pupils' use in investigative work are not matched to the different levels of pupils' ability or sufficiently well refined as pupils move through the school. Some teachers lack knowledge and expertise of the science curriculum and do not use the procedures for assessment carefully enough to match activities to pupils' previous knowledge and ability.
102. Leadership and management of science are good. The co-ordinator is knowledgeable about the subject and sets very good examples in her own teaching. The policy follows the recommended national guidelines and has been adapted to meet the needs of the school. New assessment procedures have recently been introduced for the current term but are not yet embedded. Assessment for pupils in Years 2 and 6 is very secure. Homework in science is satisfactory. Challenging whole-school science targets are in place at the end of Key Stage 2. Events such as

“Science Weeks” improve the curriculum and the school has an environmental club for pupils in Key Stage 2. The co-ordinator has had time to monitor lessons and pupils’ books although this has not taken place recently. No recent in-service training has taken place, however, this is in the school improvement plan and will take place shortly.

ART AND DESIGN

103. Standards in art and design are average by the end of Years 2 and 6. The standards achieved are similar to those found at the last inspection.
104. In 2001 the school gained the Gold Arts Mark Award and standards were very high at that time. Since then the school has concentrated on raising and maintaining standards in English, mathematics, science and ITC and this has squeezed the curriculum in art and design. Art and design is blocked along with design and technology and this means that the continuity and progression of skills are hindered. As lessons are interrupted for a period of half term, longer when holidays are taken into account, the pupils have less chance to build on the skills they learn sequentially.
105. Some improvements have taken place since the last inspection. Sketchbooks are now in use in Key Stage 2 and older pupils have more opportunities to express their feelings and emotions through their work in art. The accommodation has improved in the outside classrooms particularly in Years 2 and 3 although space in the classrooms for Years 4, 5 and 6 is still limited for practical activities.
106. Teaching in art and design is satisfactory overall. Pupils, including those with special educational needs, make satisfactory progress. Pupils with behavioural and learning difficulties are well supported by learning assistants and remain on task throughout their art activities and as a result they succeed as well as other pupils in their activity on developing special containers for a wish.
107. Pupils in Year 1 use their art skills appropriately to illustrate their design and technology work. Their sketchbooks show sound pencil sketches of faces showing the correct positions of facial features. These ideas are developed further when they paint self-portraits. In Years 1 and 2, pupils use a range of media such as paint, charcoal, pastels and fabric for activities such as weaving. However, generally they have less opportunity to model and create images in three-dimensions using, for example, clay. In Year 2, pupils improve their skills in observational drawing. They observe and sketch machinery, a collection of fruits and skulls with increasing accuracy. Art is used well in the juniors to support work in other subjects and good links are made particularly in history and religious education. In Year 4, pupils record their visit to a Hindu temple, and in Year 5 make sound illustrations of the story of Rama and Sita. Work on the ancient Greeks and Egyptians is well illustrated using a variety of media for creating Egyptian masks. However, the work covered is closely directed and the skills being developed are limited. In a good lesson for pupils in Year 6, pupils learnt about the work of Hundertwasser, an Austrian artist and architect. The use of a well-prepared presentation on the white board, linked with the enthusiasm of the teacher, helped pupils develop and evaluate the artist’s work. They were able to successfully use his style to re-create and embellish their own drawings of the school building.
108. The subject co-ordinator for art is new to the post since the beginning of the year. He has a sound overview of art in school and ideas for improvement. The school has

adopted the nationally agreed scheme of work but this has yet to be evaluated carefully and adapted to meet the needs of the school. Plans are in place for this next year. There are no procedures for assessing pupils' development in art. Consumable resources are adequate. However, there is little use of ICT for developing art and design. Pupils are given insufficient opportunities to mix their own colours and freedom, to show their own ideas. At present work is over-directed. Pupils throughout the school have limited opportunities to study the work of other artists.

DESIGN AND TECHNOLOGY

109. It was possible to see only one design and technology lesson in Key Stage 1 and none were observed in Key Stage 2 during the inspection. No judgement can be made on the overall quality of teaching but throughout, teachers' plans show that they provide a balanced design and technology programme, based on secure subject knowledge. Good emphasis is placed on safety. Levels of challenge in work show that teachers' expectations are appropriate and that resources are used effectively. In the one infant lesson seen, Year 2 pupils made good progress in developing their designing skills, as a result of good teaching and the effective use of ICT.
110. Standards are in line with those expected for their age at the end of both key stages. This is similar to those found at the time of the previous inspection. All pupils, including those with special educational needs, make satisfactory progress.
111. In a good lesson for pupils in Year 2, they produced ideas to design 'a coat for Joseph', using a repeated pattern. They discussed their ideas and used pictures and words to explain their own designs so enhancing their literacy skills. The majority were able to talk about what they liked and disliked in their design and were developing a sound ability to suggest ways of improving their work. Pupils design and make puppets, using their own simple, written plans and drawings, clearly showing what they intend to do, effectively using numeracy skills in shape, patterning and measuring. They use a range of materials and tools and are able to explain their choices appropriately. Younger pupils design and make 'playground equipment'. They draw simple plans to show what they want to do. They choose materials and work with tools showing appropriate cutting, joining and sticking skills.
112. By the time pupils leave the school, they are taught the full range of design and making skills, including food technology. Effective links are made with history, when pupils in Year 3 design and make ancient Greek helmets, tunics and shields and an Olympic torch. They use a good range of materials, measure cut and join components with developing precision. They design a healthy sandwich snack and clarify their ideas with labelled sketches. Pupils in Year 4 make realistic plans to design a battery-powered light, investigating, disassembling and evaluating components. They link this activity well with science. Pupils begin to understand that their designs have to meet a variety of needs. Year 5 pupils design and make 'stained glass window Christmas biscuits', with good attention given to hygiene and safety. They make detailed plans and lists regarding, 'Recipe, Equipment, Method', evaluate their work, and consider how it can be improved. This is an improvement since the last inspection. Pupils in Year 6 design, test, alter, evaluate and improve their model 'Shelter for Rudolph', when they explore and evaluate various ways of joining and combining components. They make practical investigations, testing materials for strength and water resistance, distinguishing between what works well and what could be improved, recognising that the quality of their design depends on the suitability for its purpose.

113. Assessment is informal and therefore inconsistent, making it difficult to track pupils' progress and guide planning. Co-ordination of the subject is good. The co-ordinator has secure subject knowledge and has worked alongside colleagues in the classrooms, so that he is aware of strengths and areas for development. Resources are adequate. The school has identified that although rigid materials are used occasionally, there is a need for more use of wood construction, as at the time of the last inspection.

GEOGRAPHY

114. Seven year olds attain standards expected for their ages, achieve well and make sound progress, a similar picture to the previous inspection. Eleven year olds attain standards above those expected for their age and all, including those with special educational needs, make good progress. This is an improvement since the last inspection.
115. It was not possible to see any infant geography lessons during the inspection. Therefore no judgement can be made on the overall quality of teaching for the infants but teachers' plans show that they provide a balanced geography programme, based on secure subject knowledge. Levels of challenge in work seen show that teachers' expectations are appropriate and that they use resources effectively, indicating sound teaching. Judgements are based on the scrutiny of pupils' work, teachers' planning and displays and discussions with pupils and teachers. Standards of presentation of pupils' work throughout the school are generally satisfactory, and are good for the more able pupils, and have improved since the previous inspection.
116. Teachers organise fieldwork in the immediate school environment for younger pupils who produce simple maps of the playground, identifying various features. By the age of seven, pupils have sound knowledge of local places and also demonstrate an appropriate awareness of places beyond their own locality. This is due to teaching which emphasises fieldwork successfully. Pupils learn about seaside locations and identify human and physical features in Weston. They become aware of localities beyond their own through learning about the Isle of Struay in Scotland and Dabaso, a village in Kenya. They find out about village life there, comparing it with their life in Hutton. Some begin to develop an appropriate understanding of how, for example, the weather and food are different in Dabaso but other characteristics are similar. Teachers also use 'Horace Hutton', a toy that is taken on holiday by pupils to raise awareness of places far beyond their own locality.
117. The quality of teaching for junior pupils is good overall, ranging from satisfactory to good. Teachers have high expectations of their pupils who are suitably challenged. As they move through the school, pupils' skills, knowledge and understanding are built on and extended well. Effective planning, very good class management and secure subject knowledge result in a brisk pace of learning and in pupils concentrating very well and trying hard. Lower juniors make plans of the school, using simple keys confidently. They collect information, make 'An Investigation Plan' and make reports on the local area about, for example, 'How people spend their time'. Upper juniors study traffic issues on the Glastonbury/Street bypass, record evidence in charts and use the information to draw conclusions. By the time pupils leave school, they have studied and researched mountain environments in the Lake District, Swiss Alps and the Himalayas, using various sources of evidence, such as maps of Britain and the world, atlases, pictures, artefacts, books, CD-ROMS and the Internet effectively. They develop good understanding of places in contrasting parts of the world, for

example, Dabaso in Kenya and St Lucia. Year 6 pupils study the water cycle and its effect on landscapes and people. They use terms such as 'evaporation and precipitation' with good understanding. In an effective 'hot seating' session, they discuss the cause and effect of pollution in rivers, with good awareness of environmental issues, recognising how people can damage the environment and how decisions about places can affect future quality of life. This also enhanced speaking and listening skills well and promotes independence. Pupils have very good attitudes to the subject.

118. The curriculum is broad, balanced and meets statutory requirements. All pupils have equal opportunity and access to all activities. Little difference was observed between the attainment of boys and girls. Numeracy skills are used effectively in recording work in graphs, charts, grids and maps. Literacy skills are used in written recording. The use of ICT to support the subject is very good. Good use is made of the school environment and the village to promote local and field studies and of the after school 'Environmental Club', as well as the 'Environment/Science Week' in the summer term. Visits to places such as Weston Tourist Centre, Bristol Docks and Industrial Museum, and visitors, for example, from Water Aid and from the Avon Wild Life Trust, enrich the curriculum. 'Twinning' links with a village, Dabaso, in Kenya and a 'Culture Box' involving Dabaso contribute very effectively to pupils' cultural development and promote an understanding of a different culture well. Assessment and recording procedures are informal and therefore inconsistent, making it difficult to track progress and guide planning. Subject co-ordination is good. Some monitoring of teaching and learning has taken place so that the co-ordinator has a good overview of strengths and areas for development. Resources are good, well organised and accessible. The co-ordinator has developed a photographic resource of the local village and the surrounding area. This is a particularly effective resource to promote local scale studies.

HISTORY

119. It was possible to see only one lesson in each key stage during the inspection. No judgement can be made on the overall quality of teaching but throughout, teachers' plans show that pupils are provided with a balanced history programme, based on secure subject knowledge. Resources are used effectively and levels of challenge in work show that teachers' expectations are appropriately high, indicating good teaching. In the lessons seen in Year 2 and Year 4, teaching was good and, as a result, pupils made good progress.
120. Pupils attain standards that are above those expected for their age at the end of Years 2 and 6. This is an improvement since the previous inspection, when standards in Key Stage 1 were as expected. Pupils, including those with special educational needs, make good progress.
121. By the age of seven, pupils develop an increasing sense of the passage of time and a good understanding of past events. Younger pupils become aware of the past through contrasting and comparing old toys, including teddy bears, with toys of to-day. Through studying, for example, the Gunpowder Plot and putting the events in correct pictorial sequence, Year 2 pupils begin to develop a good sense of the past and use correct terms to describe it. Learning about the lives of famous people, such as, Louis Braille, helps them to understand how life has changed over time. In the lesson seen, Year 2 pupils were well challenged to find out about 'The Great Fire of London'. They knew they could obtain information about the past from books, videos and pictures. They developed good factual knowledge of how life at that time was different

from the present, and of Samuel Pepys and his diaries. The teaching was effective because the teacher had a secure grasp of the subject, shown by perceptive questions, which challenged most pupils and sustained interest.

122. As they move through the school, pupils' skills, knowledge and understanding are built on and extended well. Pupils' past work reveals that they have a good knowledge of the periods they have studied. Lower junior pupils study aspects of life in ancient Greece and compare it with their own lives. The teacher's high expectations in the Year 4 lesson seen, resulted in pupils achieving well in understanding why King Henry VIII wanted a divorce, and the significance of this event. Year 5 pupils learn about ancient Egypt, establishing effective links with geography in making maps and studying the River Nile. Year 6 pupils use a wide range of information sources, including CD-ROMs, to research many aspects of Victorian life and are developing a good understanding of the ways in which aspects of the past are represented. They start to organise their work in a structured way, using terms and dates well, when contrasting the life of the rich with the poor during the Victorian era, and in researching and writing about 'A Chimney Sweep Boy's Diary' and 'The Victorian Royal Family'.
123. The curriculum is broad, balanced and meets statutory requirements. The co-ordinator is a newly qualified teacher and is well qualified to take subject responsibility for history. She has been in post since September and her role is developing positively. She is very enthusiastic, has very secure subject knowledge and has already drawn up detailed plans for a history audit. She has not yet had time or opportunities to monitor teaching but the school has plans to address this. Assessment is inconsistent, making it difficult for teachers to track pupils' progress and to use it to guide planning. Good use is made of visits, for example, to the 'Weston Time Machine', and of events such as celebrating the school's 125th anniversary, when pupils enjoyed a Victorian Day. Information and communication technology supports the subject well. Numeracy skills are used well in studying 'time lines', effectively helping pupils to recognise that the past can be divided into periods with similarities and differences. Links with literacy, reading, writing and vocabulary are very good. Pupils of all abilities are fully included in lessons, having equal opportunity and access to all activities. Little difference was observed between the progress of boys and girls.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards at the end of Years 2 and 6 are above those expected nationally. There have been recent rapid developments of the subject as a result of the provision of a networked computer suite and staff training that is giving teachers growing confidence when teaching. Consequently, many pupils make good progress throughout the school in developing their basic skills and the use of ICT is being developed within many subjects. Pupils with special educational needs are supported well, particularly in the computer suite where more able pupils are often paired with less able. Pupils show good support for their peers that is of clear mutual benefit. The school has effectively addressed the criticisms made in the previous inspection and the enthusiasm of the co-ordinator has laid a solid foundation for further improvement.
125. By the end of Year 6, pupils are able to perform all the necessary operations; locating and opening files; copying and pasting work from one application to another; checking spelling; saving and printing work in different styles; and most pupils take account of intended audience in drafting their work. They can access websites and use them to research topics they are studying. Year 6 pupils perform calculations with spreadsheets to determine the perimeter and area of rectangles. Year 3 pupils are

able to use databases to record and store information related to a science topic. Pupils show good understanding of the benefits of ICT and how it is changing the world. They can also identify some problems that users of technology are most likely to encounter and many pupils are able to give informed accounts of how they have tackled and learnt to overcome such problems.

126. Good access to the computer suite and increased focus on acquiring skills in using ICT in the curriculum are leading to improvements in standards, particularly in literacy where pupils edit existing text and use spell checkers and word counters. Many pupils have access to computers at home and have their own e-mail address. The school is developing links, using e-mail, with other schools, and has an appropriate system for ensuring safe usage. Teachers actively encourage pupils to share experiences and knowledge of applications and programs. Pupils' attitudes and behaviour are very good and they work together and support each other very well.
127. The quality of teaching is good. Teachers use the computer suite effectively to develop pupils' knowledge and skills and to support learning in some other subjects. Planning for lessons is thorough and appropriate. Teachers encourage pupils to work together, sharing their expertise. Assessments of pupils' skills are made and teachers evaluate pupils' progress from year to year and use such information to guide their planning. Pupils are well managed and teachers encourage active participation in the computer suite with pupils working co-operatively in pairs.
128. Leadership and management of the subject are very good. The co-ordinator monitors and evaluates the subject and has a clear understanding of the steps necessary to build on the progress made. Appropriate controls have been established to ensure pupils are protected from inappropriate content and access to the computer suite is effectively managed. All staff have completed the first stage of national training and further training is provided by the co-ordinator and headteacher. Both are trained as 'platinum trainers' in ICT.
129. While all classes have computers, they are not yet used effectively within all subjects. The use of ICT in other subjects to promote improved standards has been rightly identified as a priority. Technical support for the co-ordinator is provided through the local education authority. Resources for the subject have improved considerably recently in providing three classrooms with active whiteboards, providing all teachers with a lap top computer and a number of video projectors. The school has purchased sensors to gather and display data from science experiments and a computer based microscope. The school's ratio of pupils to computers is well above the national targets. When the new buildings are completed the computer suite will be re-sited and new computers purchased. The existing computers will then be available to be used in classrooms to replace older computers. The range of software and learning aids in most subjects is good.

MUSIC

130. Music has a high profile in the school and standards in extra-curricular musical activities, such as the school orchestra and the drumming group, are above average. The school has been awarded the Gold Arts Mark, of which music was an integral part. All pupils have opportunities to perform before audiences in concerts and festivals and are confident to do so. This makes a good contribution to pupils' spiritual, social and cultural development. The school has frequently won trophies in local music and arts festivals. A significant proportion of pupils take instrumental lessons in school time from teachers in the local music support service. These

include lessons in flute, clarinet, violin and 'cello. Since the last inspection the school plans lessons to make the minimum disruption to pupils' learning in other subjects.

131. The quality of singing is good at both key stages. This has been a recent focus for the school. Whole-school singing taken by the headteacher is an enjoyable lesson for pupils. They have a wide repertoire of songs and hymns and all pupils take part in singing in unison and in two- part singing as a round confidently. They sing in tune with good diction. Boys and girls show an equal amount of enthusiasm in singing and in playing instruments.
132. No judgement can be made on standards overall for all pupils or teaching, as insufficient lessons were observed. The one lesson seen in Year 3 was good and pupils showed above average attainment in their compositional work and their musical knowledge. They treated instruments carefully, discussed ways of using rhythms and a variety of sounds in their work. Pupils were able to listen carefully to each group's work and make useful evaluations giving good suggestions for improvements such as, changing the order of instruments and changing the rhythm. They showed that they were building on their past experiences of compositional work.
133. Pupils in Key Stage 2 show a keen interest in music. This is evident from the good attendance at extra-curricular music activities and from the recordings they make of their group compositional work often inspired by poems. However, there is little evidence of pupils recording their work as a score either graphically or in standard notation with which many pupils are familiar.
134. Leadership and management of the subject are good. The co-ordinator is also the arts co-ordinator. She has been the driving force behind the school obtaining the Gold Arts Mark Award. The school uses two commercial schemes to support teachers in the nationally recommended guidelines. It is well resourced with a good selection of percussion instruments including a comprehensive selection of drums.

PHYSICAL EDUCATION

135. Only three physical education lessons were observed during the inspection and standards were satisfactory in all. Inspection evidence shows that provision has improved overall since the last inspection. No secure judgement on teaching could be made although teaching in all gymnastic lessons seen was at least satisfactory. There is no significant difference between standards achieved by boys and girls.
136. Pupils are aware of the importance of warming up and cooling down, the effect of exercise on their bodies and how it contributes to their general health and well -being. In a satisfactory lesson for pupils in Year 4, they moved around the hall with increasing control and demonstrated an appropriate range of gymnastic skills. The main part of the lesson was active and pupils worked effectively together in pairs. Most pupils enjoy physical education lessons. They have good opportunities for swimming in a nearby leisure centre and most can swim 25 metres by the time they leave the school. They respond positively and have a good attitude to the subject and work hard. Teachers plan their lessons carefully and use resources appropriately.
137. Extra-curricular activities have improved since the last inspection in physical education and pupils are now able to participate in cricket, football, netball and tag rugby. The school participates in competitive team games with neighbouring schools.

138. The subject co-ordinator is keen to raise standards in physical education, aware that standards could be higher overall. To this end, she has written a three-year development plan in collaboration with the headteacher to fully implement the nationally recommended guidelines of work for the school and ensure that all pupils access a full range of activities. The co-ordinator is well supported by a Primary Link Teacher from a local secondary school. This has increased the range of opportunities available to pupils and provided training for teachers in the subject. Assessment is currently very informal but the co-ordinator has plans to keep photographic and video evidence of children's work in a portfolio so progress can be monitored. Resources are just satisfactory but much needs replacing. This is fully recognised by the school and the Friends of the School are raising money to purchase new equipment when the new school hall is completed.

RELIGIOUS EDUCATION

139. Attainment in religious education is above average for pupils at the end of both key stages. This is an improvement since the previous inspection. Pupils in both Years 2 and 6 show a good level of knowledge and understanding and a sense of maturity and interest in their discussion of spiritual matters. They make good progress throughout the school. Inspection findings confirm that religious education is taught in accordance with the locally agreed syllabus for Somerset.
140. The teaching of religious education is good. Lessons are well planned and give pupils opportunities to learn important facts about different religions. They learn about the commitment that is necessary to follow a faith and what is valuable to people of different religions, such as Christianity, Judaism, Islam and Hinduism. Pupils in Year 5 show a sound understanding of the importance of the Qu'oran to those who follow the Muslim faith and pupils in Year 2 show a good understanding of the importance of the Torah to those who follow the Jewish faith. Religious education plays an important part in contributing to pupils' spiritual, moral, social and cultural development. For instance, in lessons on the meaning of "Forgiveness" for pupils at both Years 2 and 6, pupils developed a good level of understanding appropriate for their ages of what is meant by forgiveness and what is involved for both persons involved. Pupils in Year 2 understood and were able to explain and talk of instances when they had needed to forgive a friend or a brother or sister for being unkind. They quickly and successfully completed a drawing with a sentence using speech. Pupils in Year 6 were able to look beyond the simple approach and discuss how it was often difficult to forgive and what would happen if no one ever forgave. They were able to relate this to previous work they had done on the different attributes of God.
141. Leadership and management of the subject are good. The co-ordinator is enthusiastic and shares her expertise across the school. She has taught classes across the school and shared planning and the outcomes of model lessons with other teachers. She has monitored lessons and pupils' work and this has enabled her to gain a good overview of the subject and identify areas for improvement. Planned assessment opportunities to match the scheme of work are identified but these are not yet fully implemented.
142. Resources are satisfactory although the school is planning to extend these with additional video resources and ICT software.