

INSPECTION REPORT

OTTERHAMPTON PRIMARY SCHOOL

Bridgwater

LEA area: Somerset

Unique reference number: 123692

Headteacher: Mr. A. King

Reporting inspector: Miss M. A. Warner
17288

Dates of inspection: 17th – 19th February 2003

Inspection number: 248491

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: School Lane
Combwich
Bridgwater

Postcode: TA5 2QS

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Appropriate authority: The governing body

Name of chair of governors: Mr. N. Crocker

Date of previous inspection: 28th March 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	M. A. Warner	Registered inspector	Mathematics Information and communication technology Design and technology Religious education	What sort of school is it? The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
1311	B. Wood	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23055	W. Lucas	Team inspector	Science Art Music Physical education Foundation stage Special educational needs	
25203	R. A. Cooke	Team inspector	English Geography History Educational inclusion	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Otterhampton Primary School is on the edge of the village of Combwich, situated in a particularly beautiful setting, on a hill overlooking farmland and the Quantock hills. The school is smaller than most schools nationally, with 104 pupils on roll. There are four classes, housed in the original school room, built in 1856, and three mobile classrooms. Most pupils come from the village of Combwich, although a significant number comes from outlying farms and hamlets. The socio-economic context is above the national average. The number of pupils entitled to have free school meals is lower than the national average. No cooked meals are provided and packed lunches are often enjoyed as a picnic outside. There are no pupils who speak English as an additional language. Seven per cent of pupils have been identified as having special educational needs and one per cent has a statement of special educational needs, both of which are below the national average. The number of pupils joining or leaving the school during the year is low. Pupils have a broad range of attainment on entry, which varies annually as the cohorts are small. At present it is average, overall.

HOW GOOD THE SCHOOL IS

Otterhampton Primary School is, overall, providing a satisfactory quality of education for its pupils, although there are weaknesses in Key Stage 1. Pupils' achievement, overall, is satisfactory. Although unsatisfactory in Years 1 and 2, their attitudes, values and personal development are very good, and teaching is generally good. Not all statutory requirements of the National Curriculum are being met, although standards are in line with what is nationally expected in most subjects. The headteacher continues to provide very clear educational direction for the school since March 2001, when it was decided that it no longer needed special measures. It is well managed and improvement continues to be satisfactory, as was evident during the inspection when standards were seen to be higher than test results. The school gives satisfactory value for money.

What the school does well

- Standards in music and religious education are above average.
- The quality of teaching in Years 3 to 6 is good.
- The development of language, through very imaginative activities in the reception class, is very good.
- The school cultivates pupils' very good attitudes, good behaviour and excellent relationships.
- Provision for pupils' cultural development is good and for their spiritual, moral, social and personal development it is very good.
- The school is well managed and very well led by the headteacher.

What could be improved

- Standards in art, history, information and communication technology and aspects of English and physical education are not high enough and pupils do not achieve as well as they should;
- There is inconsistency in the quality of teaching, particularly in Years 1 and 2 where it is sometimes unsatisfactory;
- The statutory requirements in geography, history and physical education across the school are not fully met;
- The on-going staff absences are having a detrimental effect on pupils' learning.

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 maintained a gradual improvement, relating to the key issues of the last inspection in March 2001, due to strong leadership and often very good teaching in Years 3 to 6. The raising of standards in English has been satisfactory, overall and standards are beginning to rise in information and communication technology (ICT). There has been satisfactory improvement in the quality of teachers' marking and the monitoring and evaluation of standards in core subjects. The progress made in mathematics and science in Years 1 and 2, however, has been unsatisfactory, due mainly to staff absences. Additional improvements have been in pupils' behaviour, provision for their spiritual, moral,

social and cultural development, in the quality of teaching and in parents' views of the school. An area for improvement is the quality of learning in Years 1 and 2 caused by staff absences.

STANDARDS

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

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

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

Pupils start school with standards that are similar to those expected of children of their age in all areas of learning except their reading and number skills, which are below those expected, and speaking and listening, which are above. By the time they begin in Year 1 they are reaching standards that are above those nationally expected in their language, literacy and communication skills and are reaching the expected standards in all other areas of learning. Overall, these children make good progress and achieve well.

In 2002, National Curriculum test results in Year 2 were high in science, above the national average in reading and in line with the national average in writing and mathematics. In Years 2, higher-attaining pupils achieved above the national average in reading but below the national average in writing. They achieved well below the national average in science and were in the lowest five per cent of schools nationally in mathematics. However, with cohorts being so small, this relates to a very small number of pupils. In 2002, National Curriculum test results in Year 6, shown in the table above, were well above the national average in mathematics but below the national average in English and science. Higher-attaining pupils were in the highest 5 per cent of school nationally in mathematics. These pupils achieved in line with the national average in English and below the national average in science. Year 6 pupils exceeded the targets set for them in English and mathematics in 2002 by a considerable amount. Higher targets have been set this year. The school's trend is below the national trend but because of the small cohorts taking the national tests this trend is unreliable.

During the inspection, standards were in line with what is expected of pupils of their age in Year 2, in reading, mathematics, science, music and religious education. Standards were below expectation in all other subjects. Standards in Year 6, during the inspection, were higher than national and local expectations in music and religious education, in line with national expectations in English, mathematics, science and design and technology and below national expectations in art, geography, history, ICT, and physical education. Standards during the inspection were higher than test results because of the continued improvements in Years 3 to 6, due to good and often very good teaching. One of these teachers was new last September. Pupils with special educational needs achieve standards which are appropriate for their age and ability by Year 6.

At present, pupils underachieve in all subjects except science, physical education and religious education in Years 1 and 2, due to problems in staffing. They do not catch up and still underachieve in mathematics, art, history, information and communication technology, and also in physical education because of lack of facilities, by Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils want to come to school and are enthusiastic. They listen well and focus carefully on their work. Pupils respond well to their teachers.
Aspect	Comment
Behaviour, in and out of classrooms	Good. Pupils behave well around the school and this promotes enjoyable playtimes for all pupils. Behaviour in reception is very good.
Personal development and relationships	Very good. Relationships are excellent. Pupils are mature and show a keen sense of responsibility. They have good manners and are courteous to visitors.
Attendance	Good. Authorised absence is low, but holidays taken during term time are significantly high. There has been an increase in the level of unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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, overall, is good. The quality of teaching in the reception class is good. A particular strength is the way in which areas of experiences are linked, in order to make the learning relevant, interesting and enjoyable. The quality of teaching in Years 1 and 2 is satisfactory overall, but there are significant weaknesses. As a result of these weaknesses the quality of learning is unsatisfactory, because of the effect the continued absences of the class teacher, mainly due to illness, have on the pupils. Planning is not detailed enough for supply teachers to follow and pupils are not gaining the knowledge and understanding that they should in the majority of subjects in this class. In literacy and numeracy there is insufficient challenge for higher-attaining pupils.

The quality of teaching in Years 3 to 6 is good and in eight out of twenty lessons was very good or excellent. Teaching is good in the core subjects, English, mathematics and science and in information and communication technology. The skills of literacy and numeracy are developed well across some subjects, but this could be extended. Music and religious education are taught very well. Planning for art and design, however, is unsatisfactory. As a result of the good teaching, the quality of learning in Years 3 to 6 is good. Particular strengths are in pupils' interest and concentration, particularly in English and religious education, and in the effort they put into their work in the majority of subjects.

The school meets the needs of lower-attaining pupils well but provision for higher-attaining pupils is inconsistent, sometimes because of the wide range of ages and abilities in a class and insufficient planning for the higher-attaining pupils. The school has identified pupils who are gifted and talented and plans, appropriately, to address this issue next.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The school has shortcomings in the reception curriculum and the National Curriculum. Where it is in place, the school provides a curriculum particularly relevant to the lives of these pupils in a small village.

Provision for pupils with special educational needs	Good. The school is committed to ensuring these pupils receive as many opportunities as possible for them to make satisfactory progress and benefit from the available support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is very good provision for their spiritual, moral and social development and good provision for their appreciation of other cultural traditions. Racial harmony is promoted through assemblies, library books and the Internet.
Aspect	Comment
How well the school cares for its pupils	Good. The headteacher and staff know the pupils and parents well and have sustained a safe school site under difficult conditions. There are some minor health and safety issues and formal staff training for child protection has not been carried out.

Good use is made of links with the village, other small schools, visitors and clubs, to widen the curriculum. There has been a significant increase in parents' satisfaction levels since the last inspection. The school works effectively with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives very clear educational direction for the school and his management is good. He is supported well by two senior teachers.
How well the governors fulfil their responsibilities	Good. Governors know the school well and are aware of its strengths and weaknesses. They are fully involved in shaping the long-term direction of the school.
The school's evaluation of its performance	Good. Monitoring of teaching by the headteacher is very good. The monitoring of learning is less well developed. He is following local education authority guidance of the monitoring of staffing problems.
The strategic use of resources	Good. Specific grants and resources are used well. The governing body have a strategic plan for the development of the school.

The school has a good number of appropriately qualified teachers and support staff to meet the needs of the curriculum. There are sufficient learning resources to teach the National Curriculum and religious education. The quality of the accommodation is poor with only one permanent classroom, two mobile classrooms deemed to be unsafe in some weathers, and no hall. The governors are seeking to get the best value out of the school's resources but, in this small school, comparison of results with other schools is, rightly, carried out to a limited degree.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or a problem. • Their children like school. • Behaviour in the school is good. • The school expects their children to work hard and achieve their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of interesting activities outside lessons. • The amount of work their children get to do at home. • Being kept well informed about how their children are getting on. • The school working more closely with parents.

Inspectors confirm parents' positive views. The school provides a good range of activities outside lessons, but some have been temporarily suspended during building works. The setting of homework has been erratic, but the implementation of the new homework policy is producing greater consistency. Information for parents is judged to be satisfactory, but could be improved. Inspectors found that the governors are addressing parents' concerns about the inconsistency of teaching in Years 1 and 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- Standards in language, literacy and communication, by the time pupils enter Year 1, are above national expectations.
- Standards in music and religious education are above average in Years 3 to 6.
- The results of the Years 6 National Curriculum tests in mathematics were high in 2002.
- Standards of lower-attaining pupils have risen since the last inspection.

Weaknesses

- Standards in speaking and listening, writing, art, geography, history and in some aspects of physical education in Years 1 and 2 are below national expectations.
- Standards in art, geography, history, ICT and in some aspects of physical education in Years 3 to 6 are below national expectations.
- The results of the Year 2 National Curriculum tests in mathematics were low in 2002, but the number of pupils entered was small.

Reception year

1. Attainment on entry is broadly average, although it does vary slightly from year to year due to the small age-group. Pupils start school with standards that are similar to those expected of children of their age in all areas of learning except their reading and number skills, which are below those expected, and speaking and listening, which are above. The current group of children are on course to reach standards that are above the Early Learning Goals set for children at the end of the reception year in their language, literacy and communication skills and are reaching the expected standards in all other areas of learning. Overall, children make good progress and achieve well.

National results and performance data

2. In 2002, results in Year 2 were in line with the national average in writing and mathematics and above the national average in reading. The percentage of higher-attaining pupils, who reached the higher than average level 3, was well above the national average in reading, below the national average in writing, and low, being in the lowest five per cent of school nationally, in mathematics. In science, results were high in the teachers' assessments at the end of Year 2, although the percentage reaching the higher level 3 was well below the national average. The number reaching level 2b, (between level 2 and 3) however, was high. Comparisons with national averages are unreliable, however, as each pupil's marks count as 6 per cent.
3. In 2002, results in Year 6 were well above the national average in mathematics but below the national average in English and science. The percentage of pupils reaching the higher than average level 5 was high in mathematics, being in the highest 5 per cent of schools nationally, but was below schools nationally in science. When compared with similar schools, results were well below the average in English and mathematics and below the average in science. The percentage reaching the higher level in mathematics, however, was high. Each year group is very small and comparisons with national and similar schools' averages are unreliable, however, as

each pupil's marks count as 8 per cent. Variations in both Year 2 and 6 each year are due to these small numbers.

4. Year 6 pupils exceeded the targets set for them in English and mathematics in 2002 by a considerable amount. Higher targets have been set for this year. The school's trend is below the national trend, but because of the small cohorts taking the national tests, this data is unreliable.

Inspection findings

5. In the work seen during the inspection, standards in Year 2 were in line with what is expected of pupils of their age in reading, mathematics, science, information and communication technology (ICT) and religious education. Standards were below expectations in speaking, writing, art, geography, history and physical education. No judgement can be made about standards in design and technology or music, because of lack of evidence in these subjects. Standards have been affected by the on-going absence of staff, lack of resources in physical education and because the main emphasis over the last two years has focused on raising standards in the core subjects, English, mathematics and science. In Year 6, standards were in line with national expectations in English, mathematics, science, design and technology and geography. Standards during the inspection were higher than test results because of the continued improvements in Years 3 to 6, due to good and often very good teaching. One of these teachers was new last September. They were higher than nationally expected in music and religious education (because of very good subject knowledge of teachers), but below nationally expected in art, geography, history and ICT. Below expected standards result from lack of expertise in art and insufficient curriculum time given to history, geography and ICT. Standards, overall, in physical education are below those expected but the school provides satisfactorily, within limited resources, and pupils reach expected standards in some aspects of the subject such as swimming and games. Pupils, particularly potentially higher-attaining pupils, are under-achieving in English, art, geography, history and ICT in Years 1 and 2 and in art, history, ICT and physical education in Years 3 to 6.
6. In Year 2, standards seen during the inspection were lower than the national test results in reading, where pupils appear to have lost interest, and in writing and science, which have been affected by inconsistency in teaching. However, the numbers of pupils concerned are few, and the variation of different groups of pupils must also be taken into consideration. In Years 6, standards, seen during the inspection in English and science, were higher than the national test results, reflecting the extra focus that the school has put on these subjects recently. During the inspection, standards seen in mathematics were lower than the test results but the school introduces Booster classes in the summer term which are expected to raise standards, as they did last year.

Different groups of pupils

7. In the National Curriculum tests for pupils in Year 2, over a three years period, the performance of boys and girls was similar in reading, and boys performed better than girls in writing and mathematics. In the National Curriculum tests for pupils in Year 6, over the same three years period, boys and girls achieved similar results to each other. There was no evidence of any significant variation in the attainment and progress of boys and girls during the inspection.

8. Pupils with special educational needs make satisfactory progress towards the targets set in their individual educational plans and are well supported by adults in the classroom. Priorities in the school have included raising the standard of the lowest attainers, and this is being achieved through detailed assessment and monitoring of pupils' difficulties from the early stages.
9. The school has a good system for monitoring the attainment for all its pupils so that all the pupils' educational needs are identified. The school effectively identifies gifted and talented pupils as well as those with special educational needs. Provision for the more able, however, is inconsistent. The attainment of every pupil is appropriately monitored throughout the year and suitable individual literacy and numeracy targets are set and reviewed termly.

Pupils' attitudes, values and personal development

Strengths

- Pupils want to come to school and are enthusiastic when there.
- Pupils' behaviour is good, and very good in the reception class.
- There are excellent relationships between staff and pupils and pupils and their peers.
- Pupils' personal development is considerable.
- Attendance rates are good and pupils are punctual.

Weaknesses

- Pupils' behaviour in Years 1 and 2 is inconsistent, although satisfactory overall.
- There has been an increase in the level of unauthorised absences.

Pupils' attitudes to school

10. The pupils' attitudes have strengthened since the last inspection and are very good in most lessons. Pupils want to come to school and are keen to be involved in activities throughout the school day. They respond well to their teachers and are very enthusiastic when challenged or stimulated by the high expectations of them. They also respond particularly well to the brisk pace of a lesson or when they are engaged in discussions, such as about courageous people or moral issues. The pupils listen well and focus carefully on their work, producing good results. The reception children quickly show very positive attitudes, often following stories with real interest and involvement. The pupils in Years 1 and 2 lose concentration when the pace of lessons slows. The pupils' ability to concentrate improves as they progress through the school. They increasingly develop a pride in their work and in the school, and by Year 6 realise that hard work will produce good results. The pupils with special educational needs have very good attitudes to learning and, with close adult support, their concentration is maintained and they make good progress.
11. Pupils throughout the school have a strong sense of support for others. They usually work well as individuals, pairs and teams so that no pupils feel left out. In a Year 3 and 4 lesson, where the pupils stated that there had been some disagreement in groups, the teacher spent some time ensuring that the pupils understood what was required in order to work together as a team.

Pupils' behaviour

12. In line with the last inspection, pupils' behaviour is good. Classes are calm and productive, as pupils respond well to their teachers' expectations. The reception children behave very well. Although never disruptive, pupils' behaviour in Years 1 and 2 is mostly satisfactory. The pupils in Years 3 to 6 behave well and often very well.

Pupils behave well around the school, and this promotes enjoyable playtimes for all pupils. There have been few incidents of swearing or inter-personal problems, and bullying is not an issue for the school. There have not been any incidences of theft, sexism or racism. No pupils have been excluded in the last three years. Representatives on the school council stated that they are able to concentrate on their lessons without distraction, and parents show an increasingly high level of approval of the behaviour of pupils.

Pupils' personal development and relationships

13. Excellent relationships are a defining feature of the school, from the reception class onwards: they have improved since the last inspection. The pupils are divided into four teams (houses), each with a team leader from Year 6, to whom pupils know they can turn for help, and who sometimes lead assemblies. The staff and pupil team-leaders represent positive role models. All pupils and staff have mutual respect for each other in a caring and inclusive community. Together, they promote effective teaching and learning, where all pupils grow in self-esteem. School council members state that all pupils are 'a big bunch of friends'. Pupils appreciate each other's successes in assemblies and listen to each other with respect in classroom conversations. They look after each other through the buddy system and at the friendship bench (a bench in the playground where pupils go if they want a friend to talk to). A boy in the reception class apologised to the whole class for his bad start to the day. Boys and girls, of all ages, get on well together irrespective of their backgrounds or time at the school. Pupils have good manners and are courteous to visitors.
14. The personal development of all pupils is very good, and has improved since the last inspection. Pupils are mature and show a keen sense of responsibility. Pupils in the reception class quickly show independence in thought and tasks. Pupils in Years 3 to 6 are actively encouraged to develop enquiring minds and be involved in the whole range of school activities. In Years 5 and 6, pupils are uninhibited when, for example, they act out plays about ancient Greece. The pupils are able to consider the meaning of compassion and, through charity work, are aware of others less fortunate than themselves. They are gaining a good understanding of their own abilities through the setting of targets. The pupils are committed to their school teams, and they carry out their school duties diligently. However, pupils could make greater efforts to keep cloakrooms tidy. The school council, which is made up of Year 6 pupils, is conscientious in discussing real issues. The school has a good range of sporting and non-sporting extra-curricular activities, particularly for older pupils, and pupils are competitive in inter-school competitions.
15. The, overall, very good provision for pupils' spiritual, moral, social and cultural development is an undoubted strength of the school, promoting good teaching and learning, with equality for all. Pupils make sound progress physically, intellectually, spiritually and emotionally throughout their time in school and are developing attitudes and values that equip them well for secondary school and eventually as good adult citizens.

Attendance

16. The pupils' attendance is good and has improved since the last inspection. Authorised absence is low but holidays taken during term time are significantly high. Unauthorised absence has increased to a high level, due to the lack of recording

reasons for absence by supply teachers. Pupils are punctual. The staff efficiently and courteously call the registers at the beginning of each session.

HOW WELL ARE PUPILS TAUGHT?

Teaching and learning

Strengths

- The quality of teaching in reception and Years 3 to 6 is good.
- Pupils put considerable effort into their work.

Weaknesses

- The quality of learning in Years 1 and 2 is unsatisfactory.
- The grouping of pupils in age groups, rather than groups according to their attainment is not always appropriate in these mixed-aged classes.
- There is sometimes insufficient challenge for high-attaining pupils.

The quality of teaching

17. The quality of teaching, overall, is satisfactory in almost all lessons, good or better in twenty-six out of thirty-six lessons and very good or excellent in nine out of thirty-six lessons.
18. The quality of teaching in the reception class is good. Teachers' plans are based on the stepping stones of the Foundation Stage curriculum, and good assessment procedures ensure that children's progress is tracked and children reach the Early Learning Goals, set for children at the end of the reception year, and begin the National Curriculum when they are ready. A particular strength is the way in which areas of experiences are linked in order to make the learning relevant, interesting and enjoyable. Teachers have high expectations of children's behaviour and commitment, which results in children knowing exactly what they have to do and enjoying their learning. Relationships within the reception class are very good, as the adults are very good role models. This results in the children being considerate and sensitive to each other's needs. They are encouraged to try things out for themselves but opportunities to extend their thinking are not always maximised. For example, when children were discussing the texture of teddy bears, opportunities were missed when the words they were using were not written up as an example of writing. This would have extended the learning of all pupils and particularly the higher-attaining pupils and could have been a task well suited to maximising the use of the learning support assistant's time.
19. Over the last few years, the staff absences, mainly due to illness, in Years 1 and 2 have adversely affected both teaching and learning. Time is often spent reminding pupils of what is expected of them, or where equipment is kept. Supply teachers are not always fully briefed and routines, which should have been established, are not always apparent. The quality of teaching, as seen during the inspection in Years 1 and 2, was satisfactory, overall, but there were significant weaknesses. These lie in the planning of English, which is poor, and in the methods used to teach English, which are not effective. Expectations of pupils are not high enough in a number of lessons and the progress pupils made is often affected by lack of pace and challenge, for example, in English and mathematics lessons. Assessment is not used well to help plan lessons in most subjects, so work is often not sufficiently matched to the attainment of different groups and ages of pupils. Planning, in general, is not detailed enough for a supply teacher to follow. Strengths in teaching, however, lie in religious education, where pupils gain good knowledge and

understanding and where basic literacy skills are promoted well, and in the management of pupils in physical education, which is good, particularly within limited space.

20. The quality of teaching in Years 3 to 6 is good and in two fifths of lessons is very good or excellent. The core subjects, English, mathematics and science are all taught well as is ICT. The teaching of religious education and music, taken by a specialist, is very good. A particular strength is in teachers' management of pupils, which is very good, and in teachers' subject knowledge in music and in the sensitivity in teaching in religious education. Planning for art and design, however, is unsatisfactory.

How well pupils learn and make progress

21. The many unplanned-for staff absences in Years 1 and 2 cause learning in this class to be unsatisfactory. Pupils are not gaining the knowledge, skills and understanding that they should in the majority of subjects. Because of the constant changes of teachers and the lack of pace and challenge demanded of pupils, many do not put much effort into their activities and produce a limited amount of work. The lack of established routines prevents them from becoming independent and has lessened their interest in books, as homework is not set regularly. The fact that assessment is not used well to plan lessons, or assess what they have learned at the end of the lesson, prevents pupils from having a good understanding of their own learning.
22. The quality of learning in Years 3 to 6 is good. Particular strengths are in pupils' interest and concentration; for example, in English and religious education, and in the effort they put into their work in the majority of subjects. In a mathematics lesson, pupils enjoyed working out a wide range of strategies for solving problems and in history, where the teacher had very good subject knowledge; high expectations and challenging questioning kept all the pupils well motivated. Pupils are beginning to have a better understanding of their own learning, in this age group, through good sessions at the end of lessons where they revise what they have learned.
23. All pupils from Year 1 to 6 are in mixed aged classes. In many lessons the teachers group the pupils in separate age groups and then according to ability. This is not always effective as it does not recognise that the pupils of similar ability, but different ages can work very well together. In some lessons mixed-ability groups are very effective in ensuring that lower-attaining pupils are able to succeed, supported by other pupils. Lower-attaining pupils are also often well supported by helpers and learning support assistants who ensure that the pupils understand what they have to do. In oral sessions, teachers normally include both low-attaining and high-attaining pupils well by using a range of questions aimed at different levels of attainment. However, in written work, there is often a lack of suitably varied tasks to give challenge to high attainers and to support low attainers.
24. Pupils with special educational needs are suitably supported by class teachers and support staff. The quality of teaching meets the needs of most pupils well, except for those in Years 1 and 2 and for some higher-attaining pupils. Support staff, working with those who have a Statement of Special Educational Needs, work effectively, and this helps these pupils to have full access to the whole curriculum: as a result, they make satisfactory progress.
25. In conjunction with the special educational needs co-ordinator, teachers write clear and precise individual educational plans which contain appropriate and attainable

targets. Good planning and an effective use of resources enable pupils to work successfully towards these identified targets.

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

Strengths

- The school provides a curriculum particularly relevant to the lives of these pupils in a small village.
- Pupils have equal access and opportunities to all areas of the curriculum.
- The school has very good curriculum links with other schools, including the local nursery.
- The school provides a good range of extra-curricular activities.
- There is very good provision for their spiritual, moral and social development.
- There is good provision for the pupils' cultural, personal, social and health education.
- The local community makes a very good contribution to the pupils' learning.
- Effective school council.
- Lower attaining pupils are well supported by structured programmes.
- Excellent relationships are a strength of the school.

Weaknesses

- Provision is limited for children's physical development and some aspects of art in the reception class.
- There are structures in place for the delivery of a full, broad and balanced curriculum, but in some subjects the statutory requirements have not been fully implemented.
- There is no curriculum co-ordinator or curriculum policy.
- Displays of pupils' work are not used sufficiently to enhance the curriculum.
- Statutory requirements are not met in physical education.

The quality and range of opportunities for learning provided by the school for all pupils, including whether statutory requirements are met

26. Overall, the school has shortcomings in the Foundation Stage curriculum and the National Curriculum. Where it is in place, the school provides a curriculum particularly relevant to the lives of these pupils in a small village. The reception class curriculum has been adapted successfully to meet recent national guidelines for planning. All areas of learning, with the exception of physical development are covered well. The opportunity for pupils to dance and take part in gymnastic activities is severely limited, as there is no hall. Opportunities to develop most other areas of learning are very good, although developing skills, when using different mediums in art, is not sufficiently emphasised.
27. Since the last inspection there has been a strong and appropriate emphasis on English, maths and science, particularly in Years 1 to 6. The school has rightly focused on staff training and the implementation of new procedures in order to raise standards. There have been some shortcomings in providing a broad and balanced curriculum while the school has addressed issues raised by previous inspections. At the time of the inspection provision was unsatisfactory, but this is being corrected. The school is now effectively working towards the implementation of a broad and balanced curriculum and appropriate structures are in place for its delivery. There are policies for most subjects, except art and music. Some published guide-lines are felt to be unsuitable and are being appropriately modified to respond to the limitations imposed by the site. Because of mixed-age classes the school has recently introduced a two-year programme in most subjects. There is a sound policy for pupils' personal, social and health education and appropriately separate policies for drug education and sex education. At present, facilities for the delivery of the physical education curriculum are limited by lack of playground space and because there is no school hall. However, building developments are expected to be

completed by the summer, from which time facilities will be available for both the physical education and the ICT curriculum to be fully implemented. Appropriate strategies are used for teaching numeracy and literacy with additional time given to group reading, spelling, handwriting and mental mathematics.

28. The school provides a good range of extra-curricular activities and these are well attended. These currently include model making, construction clubs and ICT. The school library is open after school hours and there are three football sessions. Conversational French is planned to take place in the summer term and good links with a local secondary school are expected to result in the provision of free tuition by a secondary teacher. Other extra-curricular activities include a school choir, recorder groups and country dancing. As well as participating in a Christmas concert and harvest festival service, the school choir entertains elderly residents at Christmas. The country-dance group takes part in an annual, county dance event at Wells.
29. The school makes good use of educational visits and has close links with the nearby Hinkley point power station where the pupils learn about electricity. Visits also take place to British aerospace and the science museum in Bristol. Other visits that enhance the curriculum include those to a rural life museum, a toy museum and a shoe museum at Street. A residential opportunity is provided at Kilve Court for all pupils in Years 3 to 6 where the pupils take part in a range of outdoor pursuits. Most pupils participate at least once. Some families receive financial support from the friends of the school so that no pupil is excluded.
30. There are very good links with the community and with other schools. The nursery school, which is normally on the school site, is temporarily off site because of building work, but the teacher maintains close links with the reception class teacher. There are very good links with other small primary schools, five of which purchase and share some resources and take part in joint sporting activities. In-service training days are held jointly for the five schools. 'Curriculum enrichment days', such as ones on science and art, as well as drama weeks are also held jointly and Year 6 pupils spend time in another village school and write a play.
31. During a very successful 'health week' in 2002, the school nurse talked to parents and pupils about drugs. Talks were given to pupils on sex education and health issues. Classes throughout the school looked at diet and healthy eating and parents helped with the school garden and making bird boxes. There are good links with local churches. The pupils produce displays for the local Methodist chapel and they meet for assemblies taken by the local Church of England vicar. Other visitors to the school have given talks on various charities, a donkey sanctuary and have run a workshop on World War II.
32. Pupils with special educational needs have equal access to all areas of the curriculum, including after school clubs. The school regularly reviews its curriculum to ensure that it meets the interests, special needs and aptitudes of all its pupils. The governing body, headteacher and staff all ensure that there is no discrimination on the grounds of disability, gender, race or sex. The school has an appropriate race equality policy in place.

How well the school provides for pupils' personal - including their spiritual, moral, social and cultural – development

33. Pupils' personal development is greatly enriched by the very good provision for their spiritual, moral and social development. Provision for their cultural development is good. This is a significant improvement since the last inspection, despite the lack of a co-ordinator, a policy, and identification of opportunities to provide for this aspect of the curriculum in teachers' lesson plans. However, there is little work on display reflecting this good provision.
34. Provision for pupils' spiritual development is very good. The school's essential aim, of valuing all parts of the school family, enables pupils to develop sensitively and with real respect for others, whilst the ambience of the school site, situated on a hill overlooking beautiful country-side views, gives them a sense of the awe and wonder of nature. From the reception class onwards, pupils play an active role in key-stage or team assemblies, where they learn about and consider diverse people of courage such as the Biblical Daniel, Grace Darling, Harriet Tubman and Florence Nightingale. In the classroom they learn about a wide range of religious faiths and beliefs and, when studying Christianity, undertake visits to the local church. They are encouraged to develop their own research on religions and history and bring their observations back to the class for further discussion. Pupils are given time for reflection and in Years 3 and 4 produce thoughtful prayer books. They enthusiastically discuss and listen to each other's views on issues of responsibility and compassion and are happy to talk about their feelings and emotions.
35. Provision for pupils' moral development is very good. Pupils' very positive attitudes and good behaviour are sustained throughout the school day, both in lessons and in the playground. They are reinforced by the personal example provided by the headteacher and staff and often by older pupils, including team leaders. The school's positive approach to behaviour is rooted in the three cares code and is consistently applied by teachers and is well understood by pupils, so that by Year 3 they have an understanding of the need for self-discipline. The successful personal and social education programme enables pupils to discuss moral issues with conviction, such as, 'Should teachers wear a school uniform?' or 'Should dogs be banned from parks?'. Pupils have a strong pride in their school.
36. Provision for pupils' social development is very good. Excellent relationships are a real strength of the school. Teachers are very good role models and at all times like and value their pupils. The pupils, in turn, mirror their positive emphasis on care, tolerance and valuing people. The school's teams effectively integrate pupils, from the reception class to Year 6, in a common purpose. There is an effective buddy system, by which Year 6 pupils are responsible for a pupil in the reception class. The older pupils take their 'buddies' to and from team assemblies. The high quality of assemblies and clubs, the school council and sociable lunchtimes ensure that the school includes all pupils equally and fairly, including those with special educational needs. The views of all the pupils are valued and can be expressed through the school council. The establishment of a 'friendship bench' was a school council decision. The school effectively encourages the pupils throughout the school to express their views in lessons and the teachers ensure that their pupils listen to the views of others. Years 5 and 6 are encouraged to debate some topical issues in English lessons.
37. The school's cultural provision is good and is well supported by pupils' diverse research on the Internet. Pupils are given many opportunities to study their own local community through history and geography, and through a range of visitors to the school. They study European history through the Romans and Ancient Greeks and have good knowledge of aspects of Victorian history. Their cultural development is

promoted well through music, but their knowledge of artists' styles is limited, despite the school's teams being named after famous artists. The school's French club gives some older pupils a chance to learn a foreign language. All pupils develop a satisfactory awareness of what it is to live in a culturally diverse society, such as modern Britain. Pupils experience meals from other cultures and the school has a good range of multicultural library books. Assemblies consider black leaders such as Martin Luther King and pupils consider the effects of being a street child in Peru.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- The headteacher and staff know the pupils and their parents well.
- The pastoral role of the headteacher and staff is strong.
- The school's good behaviour procedures are understood well.
- Governors and staff are sustaining a safe school site under difficult conditions.
- Good systems for the identification of all pupils' academic needs.
- The school's assessment procedures and the monitoring of pupils' performance is good.

Weaknesses

- The training of staff in issues relating to child protection is inadequate.
- The school has insufficient support from some professional agencies.
- There are minor health and safety issues.
- There is a health and safety problem with the reception and Year 1 and 2 temporary buildings.
- There is insufficient analysis of absence trends.
- The criteria for assessment do not focus rigorously enough on pupils' levels of attainment.

The steps taken to ensure pupils' welfare, health and safety

38. The school's provision for pupils' welfare is satisfactory overall, and similar to the previous inspection report. The headteacher and staff have developed a strong family atmosphere within the school, where they have a thorough knowledge of all their pupils and parents. They accept their pastoral role with enthusiasm and dedication. Pupils feel well supported by the small, inclusive and well-integrated school community, without any loss of their independence, and they have good trust in all staff. Pupils believe that they are well looked after and, in turn, many older pupils promote the caring culture and positive ethos of the school with younger pupils. Pupils' happiness and enjoyment of the school contributes greatly to their sound levels of achievement in most classes.
39. There is a positive ethos of care and concern throughout the school. The school is committed to including and values all pupils, what ever their social background, ethnicity, gender or level of attainment. The pupils are well protected by a sound behaviour and anti-bullying policy and exclusions are rare. There have been no exclusions in the current academic year. The school has introduced an appropriate two-year rolling programme for the National Curriculum so that there is no repetition of work for any pupil as a result of being in mixed-age classes. Lower-attaining pupils, including those with special educational needs, are supported well through structured support programmes that are normally linked to other work being done in the classrooms. The Friends of the School arranges financial support for some families through the governing body so that no pupil is excluded from educational visits because of an inability to meet the costs.
40. Pupils with special educational needs are identified during their first term in the reception class and appropriate informal support is given. The very small number of pupils in the class enables maximum, appropriate, support to be given by both the teacher and the learning support assistant and teaching is suitably adjusted to suit

their learning needs. The school takes good care to ensure that the progress of pupils with special educational needs is carefully monitored, recorded and adjusted if necessary.

41. The school has a sufficient range of updated support, guidance and welfare policies, which effectively guide its actions. Policies are consistently implemented and a staff handbook assists new and temporary staff. The school is very welcoming to outside education and health agencies to support the pupils on a routine basis, or if there are specific problems, but often the school has to be self-sufficient in solving problems. The school nurse supports the school well with routine medical checks and staff training, and has assisted the delivery of sex education. The Somerset Behaviour Support Unit has given the school good support in dealing with behaviour issues over the last three years. The school has gained a Healthy Schools Award showing its determination in supporting pupils' welfare.
42. The school is vigilant about child protection, and procedures comply with local requirements. However, all staff, including temporary staff, have to rely on their prior experiences rather than on training in formal procedures, which can guarantee a professional approach to concerns. The school receives satisfactory support from outside agencies, but it does not enable children to take the initiative in protecting themselves, through displaying the Childline number.
43. Health and safety procedures are sound, and have enabled the school to be safe, even when there is a building site within the school boundaries. However, they would benefit from a more rigorous recording of findings on site audits. A few minor health and safety issues have been identified, which require improvement even under the present difficult operating conditions for the school.

The effectiveness of the school's assessment and monitoring procedures

44. The school's assessment procedures and the monitoring of pupils' performance are good, overall, although assessment is not yet used sufficiently to match new work to the levels pupils have reached. Procedures for the assessment of pupils' attainment and progress are generally good in English, mathematics and science. The teachers take note of lesson content in planning for literacy and numeracy lessons, but there are some weaknesses in using assessment effectively to plan for the needs of pupils of different levels of attainment. Assessment procedures in other subjects have not been formalised sufficiently.
45. In line with school policy, teachers keep up-to-date assessment profiles for all pupils, which are regularly shared with parents. However, assessment opportunities are not consistently included in plans teachers make every term. In addition, criteria for assessment do not focus rigorously enough on the levels of attainment in the National Curriculum to ensure progress is measured precisely. A comprehensive number of assessments are time-tabled to be carried out during the year which gives useful information about pupils' attainment. The names of pupils with special educational needs, who are gifted and talented and those pupils requiring additional support in aspects of literacy are highlighted on records. Good strategies, which help teachers, classroom assistants and pupils to focus on improving aspects of their learning, are seen in the class and individual targets evident in a number of rooms. All targets are directly related to what is being taught and are referred to during lessons.

46. The quality of questioning and intervention in lessons, particularly in Year 3 to Year 6, helps pupils to evaluate the levels of their understanding on a daily basis. This could be improved by ensuring that pupils across the school are given more opportunities to express their views, develop their thoughts and understanding of how they learn, deepen their knowledge and explain what they are doing, in order to make more progress. The school's ability to create sufficient opportunities to develop pupils' skills in this way should go some way to raising standards in the school and remove a barrier to learning.
47. The marking of pupils' work is of a variable quality throughout the school, although some good examples exist in Year 6. Teachers' annotations do not generally give pupils an indication of the progress being made, advice on how they can improve or an indication of how the work was completed in terms of support. It is therefore underused as an ongoing, manageable assessment tool.
48. The pupils with special needs are identified in the reception class and teaching is adjusted accordingly. The use of assessment procedures to identify pupils with special educational needs is good. The data obtained is used well to provide well-targeted support for these pupils. The school has fully adapted the recommendations of the revised code of practice for special educational needs. There is a detailed and comprehensive record of special educational needs pupils and there are appropriate procedures for placing pupils on the register. The school meets the requirements outlined in the pupils' statements of educational need with good-quality support. The gifted and talented pupils have recently been identified and plans are in place to offer them enrichment activities to ensure they reach their potential. Higher-attaining pupils are also identified at that time. The school has begun to set up a system for tracking the attainment of different groups of pupils but has not yet acted sufficiently on this information. The headteacher regularly informs the governing body about the results of the different assessments made by the school.
49. The procedures for the education and welfare of pupils with educational needs have been well met. The provision for pupils with special educational needs is managed well, with good liaison between the special needs co-ordinator, class teachers, and learning support assistants. Identification and support and monitoring procedures by the co-ordinator are organised well. Detailed records, which evaluate and record pupils' learning, are available to all teachers and classroom assistants. Support for pupils is appropriately provided both within the class and by withdrawing pupils when necessary.
50. Overall, procedures for monitoring the personal and social development of all pupils are satisfactory. In the reception class they are good and are effective in contributing to pupils' learning. In the rest of the school, procedures rely more on the teacher's experience in the classroom and subsequent informal discussions with the headteacher. Procedures are informal but sufficient and effective. Pupils develop personal targets with their teachers, which allow them to contribute significantly to their own development. Parents are actively involved, where there are causes for concern, and professional agencies are involved if necessary.

The effectiveness of the school's educational and personal support and guidance in raising pupils' achievement

51. Procedures for monitoring and improving attendance are satisfactory, but mostly rely on parents conscientiously carrying out their legal duty for their children's attendance.

The monitoring and analysis of registers does not receive a high priority by school staff. Pupils do not receive awards for good attendance. The school attends successfully to any attendance issues and does not receive any input from the educational welfare service. Pupils' good attendance performance significantly contributes to their achievement and enjoyment of the school.

52. The procedures for monitoring and promoting behaviour are well founded in a three-cares code (that they look after other people, themselves and the school) and are good. The code enables the school to maintain calm classrooms and a purposeful and harmonious atmosphere, where pupils can learn well. Staff are well trained in procedures, and are skilled in managing the behaviour of pupils by developing excellent relationships and appropriate praise. Classroom rules are developed with pupils, but are not always prominently displayed. Rewards, including team points, raise the self-esteem of pupils and encourage self-discipline. Sanctions are understood by pupils and parents and fairly applied. The headteacher and staff have a total awareness of any short-term problems between pupils, so that they are effective in anticipating any oppressive behaviour by sensitive interventions, when necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- A significant increase in parents' satisfaction since the last inspection.
- Good relationships with the majority of parents.
- Parents' support of school through completion of the home-school agreement and good attendance and punctuality.
- The majority of parents support children at home.
- The involvement of parent helpers, parent governors and The Friends Association.
- Good parental support helps effective inclusion.

Weaknesses

- Three areas of significant parental dissatisfaction.
- Poor notice boards.

Parents and carers' views of the school

53. Parents' views of the school are satisfactory and show a marked improvement since the last inspection. Parents particularly comment on the approachability of staff and the fact that their children like school. Their responses to the questionnaires show major increases in satisfaction in the areas of pupils' behaviour, working closely with parents, being well informed on the progress their children make, the standards they achieve, and their maturity and sense of responsibility. Inspectors confirm these positive views. Most parents show a high level of support for the school and appreciate the headteacher and staff's efforts in improving the school over the last two years.
54. Parents have three significant areas of dissatisfaction; the range of activities provided outside lessons, the right amount of homework, and working closely with parents. Parents are partially justified in their views. The school provides a good range of activities and clubs outside lessons. The setting of homework has been erratic for pupils in Years 1 and 2, due to staff absence, but the school has recently developed a new homework policy, which is producing greater consistency and improved monitoring capability for parents. The school does work well with parents, but some parents have become frustrated by staff absences and inconsistency in teaching in the reception (when the teacher was absent for a week), the on-going teacher absences in the Year 1 and 2 class, and the apparent lack of action by the

school to solve the problems. Inspectors found, however, that these problems are being addressed by the headteacher and governing body in the correct way.

The effectiveness of the school's links with parents and carers

55. The school's aims and policies show that it wants to build good relationships with all parents. It is successful in building very good relationships with the majority of them, and a satisfactory relationship with the remainder. The headteacher is readily available to meet parents at the start of the day and parents also have good access to teachers and support staff. Most parents believe that the school is approachable, that they have trusting informal conversations with teachers and staff, and that their concerns are listened to and appropriate action is taken. Approximately 10 parents give regular help in school: helping in classrooms, acting as knowledgeable parent governors, and enthusiastically running the Friends of Otterhampton, which raises large levels of funding through the involvement of the parents and the community. Recently it contributed £3,000 worth of books to the school library. The parents' impact on the smooth working of the school is favourable. They have signed the home-school agreements and support the school well through their children's good attendance and punctuality.
56. The quality of information for parents is variable, ranging from poor to high quality, but is satisfactory overall. The prospectus is a high quality document and, along with the monthly newsletters, represents the essential ethos of the school well. The annual governors' report to parents is adequate, but the information is not always sympathetically presented for parents. The annual general meeting is poorly attended. The school makes good use of its web site to display its policies. Written communications engage parents' interest, are regular, timely and respectful to the role of parents. Annual reports to parents have many positive features, as they give good feedback on pupils' abilities and performance in all subjects of the National Curriculum and religious education. They do not contain any reference to performance against past targets, but specify future targets in English, mathematics and science. Reports do not seek the views of parents, but pupils contribute their thoughts on the past year. The recently introduced homework diaries have improved communications to parents, and enable them to more effectively contribute to their children's learning at home. Parents want to attend information evenings, and do not feel rushed when discussing their children's progress. Parents of children entering the reception class are well supported with good information and this helps them and the children to settle quickly into school routines. The parents of pupils with special educational needs are actively involved in developing individual educational plans with attainable targets, so that they can provide support at home. There are good opportunities for the parents of pupils with special educational need to be kept up to date with their progress. Parents are confident that pupils with structured programmes receive good support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- There is clear educational direction for the school.
- The leadership of the headteacher is very good.
- The governors fulfil their responsibilities very well.
- The school has good disability access.

Weaknesses

- Very poor accommodation limits the delivery of the national curriculum.
- Health and safety problems identified with temporary classroom buildings.

How effectively the headteacher and key staff lead and manage the school.

57. The headteacher leads the school very well. Since his appointment, in September 2000, he has introduced many initiatives which should have been in place much sooner. There is clear educational direction in all that he does and staff and governors are now aware of their statutory obligations. He has done much to ensure that the school no longer needs special measures. The building project, long overdue, will ensure that the statutory requirements for physical educational and ICT can be met in the near future. Under very difficult circumstances he has managed the school well, ensuring the school continues to improve. In this small school, the headteacher is the main leader, but he is supported well by two part-time senior staff who cover for him alternately when he is out of school. The management of the reception-aged children is good. The co-ordinator is undertaking postgraduate training for the early years and receiving on-going advice from the early years, local education advisor. This ensures that this area is well developed and meets government requirements. Literacy and numeracy are very well managed by the co-ordinators and science and ICT, physical educational and religious education are well managed. The management of art and design, design and technology, geography and history are unsatisfactory. The management of geography and history is improving now that policies have been written and the responsibility for art is to be given to a newly qualified teacher in September. The management of design and technology, however, is affected by the ongoing absences of the teacher.
58. The provision for pupils with special educational needs is managed well. The co-ordinator for special educational needs has worked very hard to ensure that teachers have the information and knowledge of procedures, which help them to teach the pupils who need support because of their special educational needs. The updated policy is in place and includes useful information on inclusion together with reference to the most recent code of practice. Criteria for the successful implementation of the policy are spelt out in the school's action plan. The detailed records kept by teachers are regularly monitored by the co-ordinator in order to ensure consistency across the school. Where pupils have been identified as making slow progress in the acquisition of literacy skills, they receive regular additional teaching through early learning support [ELS], additional literacy support [ALS] and the further literacy support [FLS] programmes. Pupils with special educational needs are fully integrated into classroom practice. All learning support assistants have been given the opportunity to work with the local education authority, special educational needs advisory teacher and are also, currently undertaking a teaching assistants' course in order to help them support pupils in the classroom. The co-ordinator has undertaken training in applying the new code of practice and has attended a conference on dyspraxia. These arrangements serve to illustrate the commitment the school has to ensure that pupils with special educational needs receive as many opportunities as possible to make good progress and benefit from the available support. The well-organised processes in place ensure that pupils with special educational needs receive provision that is good.

How well the governing body fulfils its statutory responsibilities

59. Governors are involved in the life of the school, know it, the pupils and families well and fulfil their responsible very well. The chair of governors works very closely with the headteacher and takes a strong lead on the governing body. The governors, many of whom are relatively new, are taking a full part in shaping the long-term direction of the school. They are very aware of its strengths and weaknesses and

are taking appropriate action to address the weaknesses. A governor with particular ICT skills has been instrumental in developing this subject, with support from the nearby Hinckley Point power station. The literacy and numeracy governors are very knowledgeable and have observed lessons, and there is good regard for health and safety through the governor responsible for this. The special educational needs governor used to teach at the school, brings knowledge and expertise to her role and has observed teaching.

60. Specific grants and strategic resources are used well. Financial planning is good and the large carry forward of 24 per cent, partly results from money saved by the headteacher covering for teachers on training days. Much of this carry forward is earmarked for building improvement and equipment needed as a result of these and as an insurance against falling rolls. The governors are seeking to get the best value out of the school's resources but, in this small school, comparison of results with other schools is, rightly, carried out to a limited degree.

How well the school monitors and evaluates its performance

61. The monitoring and evaluating of the school's performance are good. The headteacher is very aware of the need to raise standards and is doing this through continuous monitoring and evaluation of teaching and through analysing results. The monitoring of learning is satisfactory and appropriately taking place. The headteacher regularly monitors pupils' assessment folders. This enables him, as coordinator, to be aware of any significant changes in their progress and so act accordingly. The quality of teaching in a number of subjects has recently been monitored. The school plans to develop these observations further in order to improve consistency of planning, teaching and learning across the school. Monitoring and evaluation of subjects by co-ordinators is an area for development but is carried out very well by those responsible for core subjects. As a result, the school has taken appropriate action to meet its end of Year 6 targets for English and mathematics, and did so well in 2002.

The adequacy of staffing, accommodation and learning resources.

62. The school has a good number of appropriately qualified teachers and support staff to meet the needs of the curriculum. Their shared commitment and capacity to succeed is satisfactory. There are sufficient learning resources to teach the National Curriculum and religious education.
63. The school's accommodation, however, is very poor and limits the delivery of some subjects of the National Curriculum. The lack of a hall inhibits the teaching of physical education and the full integration of the school for assemblies. Three classrooms are in unconnected temporary buildings, and most classrooms are too small for the number of pupils and lack sufficient storage space for resources. The reception and Year 1 and 2 classrooms have been condemned by the local education authority as unsuitable for use in very windy weather and teaching has needed to be suspended occasionally. The Year 3 and 4 building lacks toilet facilities and pupils need to use facilities in adjacent buildings, often in inclement weather. The ICT room can only take half a class, necessitating strict timetabling of the facility, and the library is small. Administration facilities are cramped in the main schoolhouse, but good use is made of a number of small areas for group work. The school grounds and the school setting are pleasant features of the school. The school has been functioning with very out-of-date and deteriorating facilities for a number of years. However, an extensive building programme is under way and a

school hall, new administration area and an information and communication suite are being built and are to open in May. New classrooms are expected in the second phase of planning.

64. Accommodation for reception children inside is adequate for the twelve children in the class. Areas are arranged attractively for the different needs of the children and resources are of a good quality inside. A variety of large toys and equipment are available for outdoor use and the play area is easily accessible. There was no opportunity to observe pupils taking part in physical activities except during playtimes when small apparatus was made available. The outside area is used well for imaginative play when the good interaction of the learning support assistant encourages children to develop their vocabulary and use their imaginations as they re-enact stories they know. The school has plans to provide imaginative climbing equipment for the children by the end of the term.
65. The school effectively meets the requirements of the special needs and disabilities act. All school areas are therefore accessible to all the pupils. There are appropriate ramps and handrails to mobile classrooms and a disabled toilet. Disability access is a feature of new building work currently taking place.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The school has continued to move forward since it no longer required special measures in 2001. However, there are still some areas which need urgent attention if this improvement is to continue. In order to continue the satisfactory progress that has been made, the headteacher, governors and staff should:

Raise standards in:

- speaking, listening, writing and design and technology in Years 1 and 2;
- art, geography, history, ICT and some aspects of physical education, such as gymnastics and dance, across the school.

(Paragraphs 5, 86, 89, 90, 114, 123, 125, 131, 132, 140.)

Improve teaching by:

- sharing good practice in teaching, already evident in school, with particular reference to pace and questioning;
- providing more challenge for higher-attaining pupils;
- ensuring consistency in planning across the school, by ensuring that the good practice in Years 3 to 6 is used as a model in Year 1 and 2;
- increasing opportunities, especially in Years 1 and 2, for pupils to express their views, develop their thoughts and explain what they are doing, by using challenging questions to deepen their knowledge;
- ensuring that work is set at appropriate levels of challenge for all abilities in English in Years 1 and 2;
- improving the deployment of support assistants in classrooms.

(Paragraphs 10, 19, 20, 21, 22, 44, 46, 61, 93, 94, 95, 96, 102, 103, 110, 111, 112, 113, 115, 126, 127, 133, 137, 149)

Improve the curriculum by:

- meeting statutory requirements in geography, history and physical education across the school.
- monitoring the timetabled, curriculum teaching time to ensure that the time available is used to best effect.

(Paragraphs 5, 57, 123, 141.)

Improve pupils' learning in Years 1 and 2 by:

- finding further ways to manage staff absences and inconsistency of teaching, to minimise the detrimental effect they are having on pupils' learning.

(Paragraphs 19, 21, 54, 57.)

Minor issues

- Provide child protection training for all staff. (Paragraph 42.)
- Improve accommodation which is poor. (Paragraphs 63, 64, 118.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	17	9	1	0	0
Percentage	6	19	50	25	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	104
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

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	7

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	9
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	100 (90)
	National	86 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (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	3	9	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	8	9	11
Percentage of pupils at NC level 4 or above	School	67 (77)	75 (54)	92 (77)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	7	8	8
Percentage of pupils at NC level 4 or above	School	58 (69)	67 (54)	67 (77)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	103	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	1	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	26
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	80

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	267,823
Total expenditure	198,677
Expenditure per pupil	2,080
Balance brought forward from previous year	8,633
Balance carried forward to next year	66,590

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	101
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	42	10	0	0
My child is making good progress in school.	40	40	13	0	4
Behaviour in the school is good.	31	58	6	2	4
My child gets the right amount of work to do at home.	21	50	17	8	2
The teaching is good.	37	40	13	0	10
I am kept well informed about how my child is getting on.	29	48	21	0	2
I would feel comfortable about approaching the school with questions or a problem.	58	35	4	0	2
The school expects my child to work hard and achieve his or her best.	40	46	6	0	8
The school works closely with parents.	29	46	23	0	2
The school is well led and managed.	37	46	10	2	6
The school is helping my child become mature and responsible.	37	42	12	0	8
The school provides an interesting range of activities outside lessons.	29	31	25	2	13

Other issues raised by parents

- Some parents have become frustrated by staff absences and inconsistency in teaching in the teacher's absence in the reception and the on-going absences in the Year 1 and 2 classes, and the apparent lack of action by the school to solve the problems.
- Parent would like better parent notice boards.

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

Strengths

- The good, imaginative teaching.
- Staff's very good management of the children.
- Basic skills are taught very well.
- There are good planning and assessment procedures.
- Very interested, considerate children who enjoy school.
- Very calm atmosphere conducive to successful and productive learning.
- Very good support for children with special educational needs.

Weaknesses

- Insufficient challenge for the higher-attaining pupils.
- Lack of opportunities for controlled, coordinated movements to music and on large apparatus.
- Lack of opportunities to develop skills in using different media in art.

Introduction

67. Children receive a very good introduction to their education. The curriculum is very well planned and assessment procedures to identify children's current attainment and what they need to learn next are good. It has been fully adapted to include the nationally approved Stepping Stones leading to the Early Learning Goals, and takes account of the needs of young children. Children begin at the beginning of the September following their fourth birthday. Attainment on entry is broadly average, although it does vary slightly from year to year due to the small number of children in each year group.

Personal, social and emotional development

68. Children are happy to come to school and know the daily routines well. During registration, they respond politely to their teacher, and answer their names clearly. They confidently relate events that have happened at home. During discussion times, children learn to listen and respect each other's views. For example, during the 'Buddies' assembly, they listened attentively and were very interested when the older pupils expressed their views about electricity and Thomas Edison.
69. Children show good levels of self control. They know that there are times to be quiet, such as when a prayer is being said, and that resources have to be shared with others. Children manage their own hygiene, and put on their coats and foot wear almost independently. They concentrate well when given a task such as writing. Commonly accepted values, such as care and consideration for others, are promoted by adults throughout the day. As a consequence, children are courteous and respectful. In addition, the very calm atmosphere, and the very good support given to children with special educational needs, enables all children to benefit from the good quality of teaching in this area of learning and the children make satisfactory progress in relation to their attainment on entry. By the time they leave the reception class most are expected to achieve levels of personal skills and development above that expected of pupils of this age.

Communication, language and literacy

70. Pupils enter the school with speaking and listening skills above average, reading skills below and writing skills in line with the average. Children express their ideas clearly when they start the reception class. Throughout the year, they develop very good early reading and writing skills as a result of very good teaching. They make satisfactory progress in speaking and listening, good progress in writing and very good progress in reading. By the time they leave the reception class, most children are likely to exceed the Early Learning Goals, set for children at the end of the reception year, in most areas of their communication, language and literacy skills.
71. Children enjoy listening to stories. They respond with wonder when listening to stories such as 'The Bear Hunt' anticipating the next part of the story and appreciating the humour. They show interest in books and can often be seen browsing alone or sharing a book with others. They initiate conversations, ask questions and comment on what they see in the pictures. When out for a 'Bear Hunt' walk they commented on the things they saw such as the broken shells of snails caused by a thrush hitting them on a stone. Teachers encourage children to work together when, for example, they construct a bear trail outside their classroom.
72. Letter sounds are taught very effectively using a published scheme that helps to teach these sounds and teachers link initial sounds to simple and complex words. Imaginative use of sounds they might hear while on their bear hunt such as, "swishy, swashy, squelch, squelch" challenge children to read complex words, which are relevant to their current activity. The very good management of children during group work enables children to follow up these lessons by sounding out the letters in order to write simple words, and to read captions on the bear trail, while recalling the story line with an adult. As a result of basic skills being taught well, by the time they leave the reception class most children are expected to exceed the Early Learning Goals.

Mathematical development

73. The school's assessments show that the children's mathematical development on entry is below average. Children make good progress and quickly build up their skills because of the good teaching they receive. All children count reliably to 10 starting with different numbers and many can count beyond that. Most read numbers to ten, thread the correct number of beads on a lace, and know that one more than 5 is 6. Children show increasing confidence when using mathematical language such as 'more than' and 'less than' when making chocolate bears, and they practise their counting when they make coconut balls for Chinese New Year. Use of sand and water play to develop their idea of capacity was not seen during the inspection.
74. Teaching of mathematics overall is good. Teachers use incidental opportunities well to consolidate mathematical language. After registration they count the number of adults and children in the room and add the numbers together. However, the teacher did not extend children's knowledge and understanding, particularly for the more able, by, for example, writing the number sentence on a board. By the time they leave reception, most children will have reached the Early Learning Goals set for their mathematical development.

Knowledge and understanding of the world

75. Although there are no school assessments for this area, the teacher judges that children enter school with general knowledge expected of children for their age. The many varied, good experiences planned for them, and the frequently very good, imaginative teaching, stimulate the children's curiosity and enable them to explore the world around them through their senses. Children recognise and name fruit such as banana, apple and pear and plants such as bramble and corn. Regular walks around the village and surrounding fields help children to understand the changing seasons and the importance of caring for the environment. They look closely at leaves and note the differences between them in winter compared with the spring. They answer and ask questions about phenomena such as ice and make attempts to clarify their understanding when answering questions. For example, they answer, when asked how shadows are formed, "When the sun shines on you it casts a...spell?"
76. The children make a range of objects, such as kites and sledges, selecting appropriate materials and adapting them to their work. They use tools they need to assemble materials, and to shape materials such as clay. Information and communication technology is used well to support the children's learning. They learn to put cassettes and torches on and off, and confidently use the computer to illustrate the current topic being studied. They control the mouse reasonably well, and work with enthusiasm and concentration as they choose and paint with different colours. They use the correct icon to print out their picture.
77. They are developing a sense of time through the study of old and new toys. They learn about their own cultures and beliefs and those of other people by celebrating the nativity, Diwali and the Chinese New Year. They make satisfactory progress and by the time they reach the end the year most are expected to achieve the Early Learning Goals set for children at the end of their reception year.

Physical development

78. The school judges that children enter school with about average attainment in this area. Opportunities for physical development are limited, however, and the curriculum requirements, in this area of learning, are not fully met. The outside area has been recently developed to include a soft surface area, a good range of large-wheeled toys and outdoor play equipment. When the weather is fine children practise skipping and jumping. However, there is no hall available in which children can dance and take part in gymnastics. They have limited opportunities to move and control their movements to music or to travel around, under, over and through structures or to balance and climb equipment.
79. Children use their hands and small tools with increasing control, for example, to make sweets and truffles, wrap presents, thread beads, and to write and draw. The school has successfully made every attempt to broaden the opportunities children experience, by providing small apparatus to play with at every break time, during the day, and by regularly taking them on class walks, which promote both their physical and creative development. Although teaching, related to children's physical development is at least satisfactory, because of the circumstances, children are not expected to reach the Early Learning Goals, set for children in this area of learning, by the time they leave reception.

Creative development

80. Children's attainment is about average, in this area of learning, when they begin school. Most children achieve well to reach their Early Learning Goals by the end of reception. The children gain a wide range of interesting experiences through which they explore colour, shape and texture. They use charcoal to illustrate features of old and new bears, and create textured collage using different materials to illustrate stories such as Goldilocks and the Three Bears. Opportunities to develop the skills they need in order to refine their work and to experiment with the different mediums are more limited.
81. The children learn an increasing repertoire of songs and rhymes. The very good music teaching ensures that they sing tunefully and learn to repeat simple rhythmic patterns by clapping in time to the music. They also make appropriate loud or soft sounds using un-tuned instruments.
82. During the inspection the children's creativity was particularly well stimulated through good imaginative teaching which involved a 'bear hunt' across the fields. Teachers planned their time very well to include times looking for the bear, creating their own trail, and re-enacting the story. Children were very involved and began to independently use phrases from the story throughout the day. Opportunities for children to develop their imagination through dance are underdeveloped but, overall, teaching in this area of learning is good.

Improvement

83. Overall, there has been a satisfactory amount of improvement since the last inspection, particularly in children's personal, social and emotional development and in reading, writing and speaking and listening. Attainment in their physical development is not as high as it was at the last inspection. Improvements result from the co-ordinators' developing role and skill, and a greater commitment, on the part of the school, to give the youngest children the very best start to their education. This has also made a contribution to raising their attainment.

ENGLISH

Strengths

- Support for specific pupils, with good, and often very good, structured programmes.
- Good attitudes to reading in Years 3 to 6, with confident, articulate speakers in Year 6.
- The subject is very well managed and supported well by governors.
- There is good and sometimes very good teaching and pupils' books, in Years 3 to 6, are marked constructively, so that pupils know how to improve.
- Writing skills are being developed across the curriculum.

Weaknesses

- Spelling and handwriting throughout the school are unsatisfactory.
- Written work is insufficiently challenging for pupils of all attainment levels in Years 1 and 2.
- Pupils' attitudes to reading are negative in Years 1 and 2.
- There are limited opportunities for pupils to develop good speaking skills, in Years 1 and 2.

84. Overall, by Year 6, pupils' attainment is in line with what is expected and their achievement is satisfactory.

National Curriculum test data

85. In the national tests in 2002, results in Year 2 were above the national average in reading and in line with the national average in writing. These show an improvement in Year 2 in writing and a decline in reading results since the previous inspection, when writing was judged to be well below the national average and reading well above. In the national tests in 2002 results in English, in Year 6, were below the national average. This indicates an improvement in Year 6 since the previous inspection when results were well below the national average. However, the number of pupils taking the tests is small and comparative results are not therefore, always reliable.

Inspection standards

86. In Year 2, standards in reading are in line with national expectations, but standards in writing and speaking are below national expectations. Standards in English, overall, at the end of Year 2 are, therefore, below national expectations. As the standards on entry to Year 1 are above the expected Early Learning Goals, pupils make unsatisfactory progress in English by the end of Year 2 and under-achieve.
87. In Year 6, standards in reading and writing are in line with national expectations. Standards in speaking and listening are in line national expectations and a significant number of pupils speak at levels above those normally expected. Standards in English, overall, in Year 6 are in line with national expectations. The pupils in Years 3 to 6, therefore, make good progress and achieve well.
88. In Year 2, attitudes to reading are unsatisfactory. When three pupils were asked if they enjoyed reading, one pupil responded "not really;" one said he hated reading and the other was uncertain. All three pupils say they do not read very often. The book selected for a lower-attaining pupil was far too difficult for him and he struggled with every other word. A higher-attaining pupil read slowly and carefully, but showed a lack of confidence and read with no expression. Pupils in Year 6 all enjoy reading. They name favourite authors, use the local and school libraries and read a variety of books regularly and frequently. The average and above-average attainers read fluently and with plenty of expression. They are able to talk about the stories they read and can predict outcomes. Most Year 6 pupils are able to find information quickly and efficiently in the school library and are able to use the Internet to support their learning. An above-average and a below-average attainer are each reading, understanding and enjoying Tolkien's 'Lord of the Rings'.
89. When asked to answer questions, the response of the pupils in Years 1 and 2 is variable. For example, the lower-attaining pupils, who are asked to contribute, do so hesitantly. A number of the pupils lack confidence. Some responses are difficult to hear. In one lesson, speaking and listening were both unsatisfactory because some pupils were restless and disinterested when others were responding to questions. In Years 3 and 4, the pupils are eager to read to the class, and do so clearly and confidently, using good expression. A number of pupils have well-developed thinking skills, and express their ideas well. One pupil stated clearly that an explanation "tells you how or why something works." In a Year 6 lesson, all pupils asked to read from a screen were confident, articulate speakers. They are encouraged to express their ideas and do so succinctly and intelligently. They are eager to enter into discussions and can debate issues well. Pupils listen attentively to each other and their teachers.

90. Writing is below what is nationally expected in Year 2, as there is a lack of variety in what pupils are asked to write about and when pupils are expected to write at greater length, the same task is given to all pupils, whatever their ability. There is little challenge for the higher-attaining pupils in class-based lessons, and no supporting material for the lower attainers. As a result, only one pupil was seen to be approaching the higher-than-expected, level 3. Handwriting is also unsatisfactory (for example, no joined writing was seen in one lesson), and higher-attaining pupils spell simple words incorrectly. However, in Years 3 and 4, the pupils achieve satisfactory standards in using different words to join sentences together. Many of these pupils show a good range of vocabulary. One explained that 'refuse' means the same as 'rubbish' while another gave 'headquarters' as a simile for depot. All, except specific groups pupils who leave the room for extra support, understand the use of 'conjunctions' or 'connectives' and can join sentences using 'as', 'before' and 'for'. Some higher-attaining pupils are able to turn a sentence around and use 'while' or 'consequently' as connectives. By the end of Year 6, the pupils are writing for a range of purposes including reporting, letter writing, poetry and prose. However, standards are variable and common spelling errors such as 'allong' or 'along' and 'babys' are not acceptable. Much spelling and handwriting are of an unacceptable standard and much written work is in pencil. Some is printed. The majority of pupils use a good range of vocabulary. One spoke of 'aggressive dogs' in a debate about dogs in parks, and another explained 'well publicised'.
91. The pupils' attainment in reading and writing at the end of Year 6 is in line with national expectations. Speaking and listening are in line with what is normally expected of pupils of this age, but with a significant number of pupils speaking at levels above those normally expected. The standard of English, overall, in Year 6 is in line with national expectations. The pupils in Years 3 to 6, therefore, make good progress and achieve well.
92. The pupils are beginning to develop extended writing skills across the curriculum. Good work was seen in a class book in Year 6 containing Haiku poems, synonyms, animal similes and crosswords. Aspects of history and geography are used as topics for extended writing and there are some good literacy links with art and other aspects of the curriculum.

Teaching and learning

93. Across the school, the overall quality of teaching is good. The quality of teaching in the lessons seen in Years 1 and 2 was satisfactory, but teaching, overall, in these years is unsatisfactory, resulting in below average standards. The pupils generally behave and work well in these years. However, because much of their work is heavily directed by the teacher, and there is little challenge beyond what they can already do, learning is often unsatisfactory. Planning is not used effectively to provide appropriate challenges for pupils of different levels of attainment. In oral parts of lessons, the lack of pace and encouragement to speak well have an adverse effect on the pupils' progress.
94. The quality of teaching in Years 3 to 6 is good. The pupils have good attitudes to their work and behave well both individually and in groups. In a Year 3 and 4 class a brisk pace, well chosen resources and good use of vocabulary by the teacher produced an enthusiastic response by the pupils, and good learning took place. The pupils are familiar with words such as title, paragraph and text boxes and are encouraged to try difficult words themselves. The teacher constantly assesses the pupils' understanding and plans harder work for them to do. Very clear explanations

result in the pupils being focused so they concentrate and work well together. In a Year 5 and 6 class, a brisk pace, very good classroom management and high expectations by the teacher resulted in a focused and lively debate about dogs in parks. Challenging questioning such as, "Give me a sentence with whereas in it" took the pupils' learning forwards. They were encouraged to explain that 'whereas' involves two things that are different. The teacher helped the pupils' learning with clear explanations. For example 'on the contrary', was explained through the use of the words 'contrast' and 'contradict' which the pupils already understood. As a result, the pupils responded and worked well. They were fully engaged in all parts of the lesson, were encouraged to respond and were given time to do so.

95. In all lessons, the pupils with special educational needs are appropriately supported and learn well. Teachers direct questions so that the pupils of all levels of attainment are included. In some lessons, lower-attaining pupils are placed in groups with higher-attaining pupils where they work together well. When they are grouped according to their attainment they are supported well by learning assistants, helpers and class teachers. Those pupils who have been identified to work on special programmes are very well supported and the quality of teaching and learning is sometimes excellent. In a Year 5 group, very good use of assessment, good pace and clear knowledge of the children by the support teacher, helped the children to develop some good written work about a hypothetical food product. They produced phrases such as '...makes revolting food taste fantastic' and '...makes unappetizing food taste delicious'. In a Year 4 group, the teacher taught briskly and built well on what the pupils had learnt in a previous lesson. When this occurs, a considerable amount of new work is covered and very good progress is made.

Leadership and management

96. English is well led by the headteacher who is supported effectively by the governing body. There has been a strong focus on literacy in recent years with much support from advisers from the local education authority. As a result, there has been steady improvement overall. Appropriate time is given to the National Literacy Strategy and aspects such as group reading (guided by the teacher), handwriting and spelling are effectively given additional time. The teaching staff have received appropriate training. Teaching has been well monitored by the headteacher, literacy advisor and governor with responsibility for English. There is an appropriate action plan for the further development of the subject. This is appropriately part of the school development plan. A new spelling scheme has recently been introduced, and the school has benefited from the contribution of £3000 worth of new library books, funded by the Friends of the School. The joint purchase of further resources with other local schools is also proving of benefit. The pupils' progress throughout the school is being tracked and all pupils have appropriate termly writing targets. However, the results of the analysis of individual pupils' progress against key objectives, is not yet firmly embedded in all teachers' planning throughout the school. The school is making good progress in developing literacy in other curriculum areas but teachers do not always plan opportunities for pupils to practise these literacy skills of reading and writing in other subjects.

MATHEMATICS

Strengths

- The results of the 2002, National Curriculum test at the end of Year 6 were well above the average.
- Pupils make excellent progress across Years 3 to 6.
- Pupils' attitudes in Years 3 to 6 are very good.
- The quality of teaching and learning in Years 3 to 6 is good.
- Higher-attaining pupils in Years 3 and 4 achieve well.
- The leadership and management of the subject are very good and considerable improvements have been made since the last inspection.

Weaknesses

- More challenging work could be set for higher-attaining pupils in Year 2 and Year 6.
- Better questioning of pupils in Year 2, so that they explain how they reach their answers.
- Pupils' progress could be improved through better use of their time.
- Pupils, throughout the school, find problem solving difficult.

97. Overall, standards by Year 6 are in line with what is expected and pupils' achievement is satisfactory.

National Curriculum test data

98. In 2002, national test results were in line with the national average at the end of Year 2. They were well above the national average at the end of Year 6. Pupils are making excellent progress across Years 3 to 6. Both boys and girls achieved well at the end of Years 2 and 6 in 2002. Pupils in Year 6 exceeded the targets set for them in 2002 by a considerable amount. Higher targets have been set for this year, with the aim that 25 per cent of pupils will reach the higher level 5 at the end of Year 6. The very good results in Year 6 are partly due to the extra focus that is given to mathematics, and particularly the higher-attaining pupils, in the summer term. It is not reflected to the same extent, at the stage of the year in which the inspection took place, when their achievement was judged to be satisfactory.

Inspection standards

99. Standards of work seen during the inspection show that pupils in Year 2 are mainly working at expected levels, both over time and in the lessons observed. Examples of application and investigation of number were observed, such as shopping sums and practical measuring, but this is not well developed and there is no evidence in the Year 1 and 2 class of a shop or other role play area where numeracy skills could be regularly used. In the lesson observed, lower-attaining pupils were achieving at a below average levels and average and potentially higher-attaining pupils were reaching expected levels. Higher-attaining pupils are under-achieving because of lack of challenge.
100. Overall, standards in Year 6 are in line with national expectations. Pupils in the Year 3 and 4 class are working at levels in line with their age and ability. In this class higher-attaining pupils demonstrate considerable ability as independent thinkers, when they find unusual ways of solving problems: they achieve well. Learning support assistants, who work with lower attainers, are well briefed and the progress that these pupils make is also good. Pupils in this class are developing very good mental skills and are able to find a number of different strategies for working out a problem. Both year groups achieve at expected levels, and some pupils achieve above them. By Year 6, pupils are working at expected levels with higher-attaining pupils working with particular confidence and speed. By the end of the year, these pupils could well be reaching higher levels, although there is little evidence of level 5

work at present. Average attainers work at the expected level but the pace of their work is slower and their work not as well presented. Lower-attaining pupils are working at the below average, level 3. Pupils in Year 5, in the same class, show an equal range of abilities, with some reaching levels in line with the Year 6 pupils and other working at level 3. The achievement of pupils with special educational needs, in Years 3 to 6, is satisfactory.

101. Plans have been made to use the school's building site to promote mathematics in every-day life and numeracy in construction. Health and safety aspects have been carefully noted. Numeracy across the curriculum is used in science, design and technology, and was also used, for example, during the school's health week when graphs were produced on different topics. However, there is a limited amount of data handling in pupils' books. ICT is used to a limited extent, mainly for practising multiplication tables and number patterns. Overall, standards in Year 6 are similar to the previous inspection: improvement has been satisfactory

Teaching and learning

102. Teaching in Years 1 and 2 is satisfactory overall, although work is not always challenging enough for the higher-attaining pupils, who could often work at a greater pace. Because of this, learning is satisfactory for most of the pupils but not for the higher-attaining pupils. The different age groups are planned for, with work planned for pupils of different abilities, but there is no evidence of success criteria and the work set for the higher-attaining pupils was too easy, especially those identified as gifted or talented. For example, pupils were seldom asked to explain how they reached a particular answer. Pupils' attitudes are generally satisfactory, but they tend to chat too much because of this lack of challenge, and call out even when they have been told not to. There is also too little briefing of learning support assistants, before a lesson. Pupils' time is therefore wasted at the start of a lesson, while the teacher explains what pupils are expected to achieve. In the lesson observed, there was no time at the end of the lessons put aside for the teacher to assess what the pupils had learned and not enough help is given, through marking, to help pupils improve their work. For example, they are not reminded about reversal of numerals and often leave blank pages. As a result, pupils do not achieve enough in these year groups.
103. Teaching and learning are very good in the Year 3 and 4 class. Pupils are asked how they have worked out different answers and appropriate questions are targeted well at pupils of different abilities. Pupils learn quickly, for example, in understanding that if 39 is written, 1 will be needed in the units column and 6 in the units because $3+?$ must add up to 9. The quality of teaching and learning in Years 5 and 6 are good and pupils' attitudes and behaviour are very good. With a wide range of age and ability in the one class the progress individual pupils make is satisfactory. Planning is generally well matched to a wide range of ages and levels of attainment; lessons are taken at a good pace; explanations are generally clear; and the spelling of new vocabulary is practised. For these reasons, a considerable amount of progress was made during a lesson on fractions. Further support, by an adult with mathematical expertise, for higher-attaining Year 6 pupils, is an area which could, however, be developed. Five pupils have been identified as being talented in this subject, and one of the ways in which the school addresses some of their needs is through a 'maths enrichment' morning at the local secondary school. The school is aware that more needs to be done for these pupils. Half-termly assessments are made and termly targets are set for individual pupils throughout the school. Assessments are used effectively to help plan lessons.

Leadership and management

104. The leadership and management of the subject are very good. Mathematics has been a particular focus for improvement over the last few years. There has been considerable monitoring of the subject and many lesson observations by the co-ordinator, headteacher and local advisor, have been completed. As a result, very good progress has been made since the last inspection when standards were well below the national average and those of similar schools. The co-ordinator has a clear action plan, which shows that results of tests are analysed regularly and a subsequent report is written for staff. She also highlights teachers' planning to note any gaps, and this is fed back to teachers. An audit of resources has been made, and a considerable amount of money spent on equipment. Pupils find solving mathematical problems difficult throughout the school, and as a result an in-service day has been arranged for staff in April. The school is also addressing this with separate exercise books for this aspect of the subject and by planning at least one lesson on problem solving a month, for each class. The school is taking the appropriate actions to raise standards. Family Numeracy Workshops for parents are to be run by teachers later this term, for three consecutive weeks: parents have been invited to work with their children to find out how mathematics is taught in school.

SCIENCE

Strengths

- Teachers pose challenging questioning in Years 3 to 6.
- Short sessions at the end of lessons, successfully help keep pupils on track and enable them to learn from each other.
- Pupils are enthusiastic especially In Years 3 to 6.
- Relationships are very good and promote learning well.
- There are a good range of after-school clubs and residential opportunities which contribute well to the overall quality of the science curriculum.

Weaknesses

- Teachers do not plan for or sufficiently challenge the higher-attaining pupils.
- Pupils lack good presentation skills.
- There are insufficient opportunities for all pupils to develop their thoughts, deepen their knowledge and explain what they are thinking through well focused challenging questions.
- Marking does not help pupils understand how they are progressing and what they need to do in order to improve.

105. Overall, standards by Year 6 are in line with what is expected and pupils' achievement is satisfactory.

National Curriculum test data

106. In 2002, the teachers' assessment showed that the percentage of pupils who attained the expected level 2 or above was well above the national average, while the percentage that attained the higher level 3 was well below the national average. Pupils' knowledge and understanding in all the programmes of study was well above average at level 2, while at level 3, they were below in physical processes and well below in experimental and investigative science, life processes and living things and in materials and their properties. When compared with similar schools the picture is the same, overall. This percentage relates to a very small number of pupils, however.
107. At the end of Year 6, the percentage of pupils who attained the expected level 4 or above was below the national average and the percentage attaining the higher level 5

was well below the national average. This percentage also relates to a very small number of pupils, however. When compared with similar schools, the percentage attaining the expected level 4 and level 5 fell below the national average. There is no significant difference between the attainments of girls compared with the attainment of boys. The school is aware of the differences in progress pupils make across the school. The school does not challenge the higher-attainers sufficiently and they do not perform as well as they should in the tests. Standards in 2002 remain below the national average.

Inspection standards

108. Standards at the end of Year 2 are in line with what is expected nationally. The pupils learn to identify different light sources, including the sun. They discover what materials reflect light, such as water, glass, silver, cats- eyes and reflectors on the back of bicycles. The higher-attaining pupils name the planets of the solar system and they talk freely about topics that interest them in school and information they learn from their parents. For example, 'The dust between the sun and the moon made the moon orange'. When studying electricity, they know that heaters, light, overhead projectors, computers, micro waves and lap top computers are powered by electricity but experience of making circuits is limited. They know that a balanced diet is good for them and they are able to explain how different foods can be divided into different categories such as carbohydrates, proteins and fats. They use simple texts to find out information and record results of an investigation using a tally chart. Although higher-attaining pupils demonstrate a high degree of factual knowledge they are not familiar with making generalisations; for example, why humans belong to the same family as animals. The pupils recognise that living things grow and reproduce, and they sort living things into groups indicating the basis of the groups with prompting. They know that different foods give us energy, help us to grow and keep us warm. When carrying out investigations pupils use tally sheets, diagrams and sketches to record their findings. Pupils make satisfactory progress, and as a result, achievement is satisfactory.
109. Standards, at the end of Year 6, are in line with what is expected nationally. In Year 3 and 4, they test changes in temperature which occur when warm water is placed in containers made of different materials such as plastic and polystyrene. The pupils know what a fair test means, and as a result, plan how and when they will collect the evidence. They measure accurately in degrees Celsius and present their findings using a table. The pupils who are gifted realise that the test is not completely fair because there are slightly different amounts of water in the containers. In Year 6, when testing how much an elastic band will stretch using different weights, the pupils are beginning to make generalisations concerning the amount the band stretches each time a 100 gram weight is added. While carrying out the activity they formed a hypothesis that the band would stretch by the same amount each time. They are gaining a considerable amount of knowledge about light, reflection and how materials can be separated. They carry out a number of investigations; for example, to discover what is magnetic and what is not. Their investigations are well planned and challenging and they predict the outcomes and draw conclusions from their findings. Good progress has been made since September and pupils' achievement is satisfactory. Standards in Year 6 are similar to the previous inspection.

Teaching and learning

110. The quality of teaching, overall, is good. No lesson was observed, however, in Years 1 and 2. Presentation of their work is generally poor, some work is unmarked and

teachers' comments do not help them to know how to improve. Planning does not fully take account of the levels of attainment of the National Curriculum to ensure pupils are working at an appropriate level for their age and ability. As a result, their acquisition of skills, knowledge and understanding is unsatisfactory. From the amount of work recorded, their pace of learning is also judged to be unsatisfactory. The recording of pupils' work was a weakness at the last inspection. Pupils show interest and talk with some enthusiasm about their work, but they do not count science as one of their favourite subjects.

111. The quality of teaching and learning in the lessons seen in Years 3 to 6 was good. In a Year 3 and 4 lesson, very clear lesson objectives were shared with the pupils and, as a result, they knew exactly what the task entailed. The teacher involved them in planning the investigation by posing challenging questions which pupils readily and enthusiastically answered. Particularly successful strategies were the short class-teaching sessions carried out by the teacher throughout the lesson. These produced a good pace to the lesson, kept pupils well focussed, helped them to learn from each other, and generated tremendous enthusiasm for the task. In a Year 5 and 6 lesson, the very good relationships and good management of the class enabled pupils to use time efficiently. Challenging questioning made pupils think, and encouraged them to explain what they were thinking. This could effectively be developed further to ensure that the higher-attaining pupils reach the highest possible level of their understanding. As a consequence, plans would be more accurately focused to ensure pupils reach that level.
112. The National Curriculum is covered well in this subject but learning is only satisfactory because teachers do not sufficiently plan for pupils of different attainment, particularly in Year 1 and Year 2. The lack of planning for higher-attaining pupils was an issue in the previous inspection. Also, marking does not help pupils understand how they are progressing and what they need to do in order to improve.

Leadership and management

113. The leadership and management of the subject are good. The coordinator, with support from a visiting local education authority adviser, has significantly developed her role by undertaking recent training in monitoring, examining medium term plans, pupils' work books, analysing data and observing lessons. A number of enrichment activities support the development of science. The result of the training and additional opportunities available to pupils, under-pins the ability of the co-ordinator to ensure effective action is taken to raise standards across the school, but these have not yet had time to affect standards. The school now needs to ensure that it concentrates on the aspect of planning and teaching which will ensure all pupils make better progress and that higher-attaining pupils are challenged sufficiently to enable them to reach their potential. Although improvements in progress are being made, particularly from Years 3 to Year 6 and resources are adequate, standards are no better than during the previous inspection by Year 6 and weaknesses in Years 1 and 2 have not been rectified. Improvement, therefore, has been unsatisfactory.

ART AND DESIGN

Strengths

- Pupils experience a good range of materials and processes.
- Pupils are enthusiastic about art and design.
- Art enrichment opportunities are planned for the more talented pupils.
- Visiting artists enhance the curriculum.
- Teaching is good in Years 3 to 6.

Weaknesses

- Opportunities to progressively develop pupils' artistic skills are limited.

Standards

114. Standards at the end of Year 2 and Year 6 are below what is expected of pupils of their ages. There were no judgements on art in the previous inspection. All pupils, including those with special educational needs, use collage, chalk, charcoal, pencil, paint, clay, fabrics and natural materials to explore and develop their ideas. Good links are made with other subjects, for example, when they use three-dimensional works to illustrate the story of Charlotte's Web in Year 3 and Year 4, and explore and develop ideas using the work of artists, craftspeople and designers as part of a history project in Year 5 and 6. However, their achievement is unsatisfactory because they do not have a broad range of skills and techniques to apply to their art work.

Teaching and learning

115. The quality of teaching in Years 3 to 6 is satisfactory, overall, but pupils do not always have the skills to refine their work. Assessment is not used sufficiently to find out what pupils do or do not already know. Good teaching is evident when pupils are given the opportunity to evaluate their work. This technique ensures that pupils are focused on their work and learn from each other. A lively pace is maintained during lessons. For example, pupils in Years 3 and 4, worked individually on fabric and thread pictures in order to illustrate the story of Charlotte's Web. They enthusiastically made stitches to represent the sky, hills and ground, choosing a variety of threads to sew in a range of stitches they had made up for themselves. Imaginatively, this included knotting the threads to create an effect. The absence of a plan and knowledge of techniques, however, resulted in pupils being unable to draw on appropriate skills in order to improve and enhance their work. The resulting effect was to produce work at a level below that expected for their age.
116. As part of a history topic, pupils in Years 5 and 6, learn to use a range of drawing materials in order to draw domestic artefacts used by the Ancient Greeks. They are encouraged to be imaginative and to experiment in the use of threads and fabrics. Visiting artists, such as those who worked with pupils using charcoal and willows, and whole school projects, such as when pupils each made a tile to celebrate the millennium, encourage them to work collaboratively and to approach the work with confidence and enthusiasm.
117. Teachers plan according to the national guidance and local educational authority's art scheme. Both include details of the various aspects which need to be covered and a ladder of skills which need to be taught. However, these are not fully utilised in practice. Weekly plans and pupils' work also indicate that the level at which they are working is below that expected for their age. Art enrichment activities are planned for those pupils showing a particular talent for art.
118. Relationships in classrooms are very good. Where teachers conduct short class-teaching sessions throughout the lesson, pupils develop their ideas well, develop good attitudes to art, and their behaviour is very good. Teachers demonstrate the value they place on pupils' work by displaying it in the classrooms, although areas for display are limited as a result of the layout of the buildings and the absence of a hall. In Years 1 and 2, the use of silhouettes to represent trees in winter, and the vivid use of paint to illustrate the great fire of London provide a contrast with the chalk and pencil drawings in Years 5 and 6. They also demonstrate the range of media experienced by pupils across the school.

Leadership and management

119. The leadership and management of the subject are unsatisfactory. Despite the involvement of the local education authority's adviser, and the provision of a very useful scheme of work, pupils' art work is underdeveloped because of the lack of systematic teaching of skills across the school. Art has not featured as a priority in the school, because of more pressing needs, but plans are in place for an enthusiastic, at present newly-qualified, member of staff to co-ordinate the subject in September. Resources adequately meet the needs of the curriculum.

DESIGN AND TECHNOLOGY

Strengths

- Pupils have a good understanding of planning and evaluation in Years 5 and 6.

Weaknesses

- Pupils carry out too little planning and evaluating of their products in Years 1 and 2.
- The roles and responsibilities of the co-ordinator are under-emphasised and need updating.

Standards

120. This subject was not being taught during the inspection and limited evidence was available. No judgement can be made about standards in Year 2 but they are satisfactory in Year 6. No models were seen in Years 1 and 2, but there were some photographs of the pupils' work. Year 2 pupils have designed Joseph's coat of many colours and made a moving vehicle, using a shoe box, cogs and wheels. Pupils' books have little recorded in them but where there is recording, this is mainly satisfactory. However, there is little evidence to show that pupils design their models first or evaluate them after they have made them. These pupils have some experience of food technology and have made a salad and recorded what ingredients are needed with labelled drawings. Years 3 and 4, pupils make class sandwiches, which enhance their learning about different food properties, such as proteins, fats and carbohydrates. Pupils make a 'healthy-living' board game, following this study. One pupil completed a thoughtful evaluation of the sandwich he had made, giving his own opinion and his reasons for it. In these years, photograph frames and 'pop-up' books are also made. A design of the photograph frame is drawn first. Pupils also study a pneumatic system and record what they learning in text and with drawings. In the Year 5 and 6 class, pupils design and make slippers. Both their designing and evaluations are thorough and well recorded, showing good progress and the development of the product. Their work is well presented and pupils have a good understanding of the planning and evaluation processes. The slippers they have made, on display in the classroom are of a satisfactory standard.

Teaching and learning

121. No teaching in lessons was observed, so no overall judgements can be made on the quality of teaching and learning. Marking in Years 3 and 4 is very good with questions asked and evaluations clearly made. A lunch-time club, where a small number of boys were making models from a commercial construction kit, was observed briefly and the results were very good. The boys felt a strong sense of achievement and enjoyed the club. This enthusiasm was also observed in two after-school clubs where small numbers of boys were making very carefully constructed balsa wood

aeroplanes from commercial kits. One pupil has been identified as being talented in this subject.

Leadership and management

122. The leadership and management of the subject are unsatisfactory. There are limited resources and the roles and responsibilities of the co-ordinator are under-emphasised and need updating. The local environment has been used well to design playground equipment and a one-way system in the village.

GEOGRAPHY AND HISTORY

Strengths

- There are many opportunities for individual research in Year 6.
- Teachers prepare and use resources well for history in Years 3 to 6.
- Good use is made of visits and visitors to enhance the subject.

Weaknesses

- The geography and history curriculum is not fully implemented throughout the school.
- Work in Years 1 and 2 is not appropriately set, so that all pupils can understand what to do.
- The presentation of work by pupils is poor throughout the school.
- The marking of pupils' work in Years 3 to 6 is not thorough and constructive.

Standards

123. Since the last inspection, statutory requirements in geography and history have not been implemented fully, because of the school's necessary focus on improving English and mathematics. Standards, overall, in history are below national expectations and in geography are in line with expectations. The pupils' achievement, therefore, is unsatisfactory in history and satisfactory in geography. At the end of Year 2, standards are below those normally expected of pupils of this age. The pupils do not make satisfactory progress and many pupils do not achieve the standards of which they are capable. However, standards in two of the three history lessons observed in Years 3 to 6, were in line with national expectations. There are a number of very articulate and knowledgeable high-attaining pupils in Year 6, whose very good example helps to raise the standards in the class.
124. In Years 1 and 2, the pupils show an understanding of the great fire of London through writing and pictures. The pupils in Years 3 and 4 can answer questions about why the Romans came to Britain. In producing a map of a settlement, they use appropriate symbols for a car park, church and post office. Some pupils in Years 5 and 6 have produced excellent Spartan shields, and have put together a very good model of a Greek temple using children's building blocks. Very good use of vocabulary is evident in a display of Medusa's head where synonyms for 'ugly' such as 'repulsive', 'ghastly' and 'putrefying' have been discussed and displayed.
125. The work in the pupils' books throughout the school is often unsatisfactory. In Years 1 and 2, some of the pupils' work shows a lack of understanding because work is inappropriate. For example, pupils cannot find Kenya on a map of the world. Much of the written work and illustrations about Kenya are unsatisfactory. Achievement in Years 3 to 6 is rapid and pupils' work, at all levels of attainment, shows good knowledge and sound ideas. The pupils research their work well at home and use the Internet for information. In their work on rivers, some pupils built on knowledge gained in class to find information on deltas and dams. However, much of the written and illustrative work by pupils in Years 5 and 6 is poorly presented with careless colouring, unsatisfactory spelling and printing instead of joined writing.

126. In a lesson for Years 1 and 2, where the pupils were learning about the great fire of London, standards were unsatisfactory because a number of pupils were unsure what to write and there was continuous noise and chatter while the pupils were working. Better learning takes place in Years 3 and 4 where well-prepared resources, and some challenging questioning, arouse the pupils' interest. However, in one lesson observed, far too much time was spent on oral work, and the lesson was far too long for such a limited range of activities. Many pupils lost interest and limited progress took place. However, in a Year 5 and 6 lesson about the Ancient Greeks the pupils were well motivated by a fast pace; by challenging questioning, and by being able to choose their own topics for research knowing that they would be interviewed and videoed the next day on what they had found out during the lesson and for homework. As a result, high standards were achieved by pupils of all abilities and ages.

Teaching and learning

127. The quality of teaching, overall, is satisfactory, but teaching in a lesson for Years 1 and 2 was unsatisfactory because of inadequate planning and preparation, leaving the pupils uncertain about what they were required to do. As a result, the pupils were restless and inattentive and the good behaviour seen at the beginning of the lesson deteriorated to unsatisfactory by the end. The quality of teaching in Years 3 to 6 is satisfactory overall, and was very good in a lesson in Years 5 and 6. Good preparation of resources in Years 3 and 4 was wasted because there was an insufficient range of work to engage all of the pupils throughout. A number of pupils lose interest in oral work and most do not have opportunities to develop their recording and writing skills. In Years 5 and 6, very good subject knowledge by the teacher; high expectations and good challenging questioning keep all the pupils well motivated and on task. Resources are well prepared and there are opportunities to use the Internet for further research. As a result, the pupils are very enthusiastic; they learn well and make good progress.
128. The quality of marking in pupils' work is satisfactory in Years 1 and 2 where key spellings such as 'villige' and 'contrey' are corrected. Praise is accompanied by comments for improvement such as "try and join some of your sentences by using...." In Years 3 to 6, much of the marking is unsatisfactory because it consists of no more than a tick to indicate that the work has been seen. Key words are not corrected and there are no constructive comments to show pupils how to improve their work. Teachers' expectations for the recording of work throughout the school are not high enough and opportunities are lost to develop a range of skills across the curriculum.

Leadership and management

129. The management of the geography and history curriculum has been unsatisfactory recently because of the school's focus on other areas of the curriculum. However, this is improving with the writing of policies. A two-year structure for the delivery of the curriculum has been written but is not yet embedded in practice. Plans are in hand for this to take place. The school development plan appropriately includes the monitoring and auditing of resources, and training for teachers for all subjects during the next three years. The coordinator has made a good start on the purchase of equipment and makes effective use of local museums and loan services to support the curriculum.

130. There are good links between history and geography and other subjects. ICT is used for some research and some aspects of geography and history are developed during writing sessions. However, insufficient opportunities are used for the development of the pupils' recording skills in geography and history lessons. The school makes appropriate use of educational visits and visitors to support work in the classroom. However, only limited use is made of the school grounds and local environment as a resource for these subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

Strengths

- The continued improvement since the last inspection as a result of additional computers.

Weaknesses

- Lack of space, equipment and time to teach the subject adequately and for pupils to practise their skills.

Standards

131. The National Curriculum in this subject has only recently been fully implemented because of lack of equipment in the past. Pupils in the older classes are sometimes completing work expected of younger pupils. For example, Year 4 pupils are completing work that is expected of Year 2 pupils. Year 1 and 2, pupils know that you can find information from a variety of sources such as compact disc, radio, map, book or computer. They collect and store information on a tape recorder and can use music, and index and key words to find information and can use a programmable floor roamer. They can write their name in capital letters and use word processing skills to write a description of themselves or to word process a poem that they have made up. They use Textease to correct mistakes in their writing and they know how to print out their work. They can move icons across the screen to 'dress teddy' and know how to create a pictogram. These pupils are covering the curriculum and reach standards that are in line with national expectations but they lack time and equipment to practise using these skills.
132. Pupils in Years 3 and 4 produce block graphs and pie diagrams to show information about hair colour or people's names, and sort items of clothing using a flexi diagram. Little work on control or modelling is completed in these years. By Years 5 and 6, pupils can alter font type, size and colours to create an effect. They use the Internet, combining text and graphics, for example, when they research on an animal, bird or history topic. In literacy, they insert words into a text and make changes, such as when they add adjectives to a given story to make it more interesting. Linked to mathematics and when handling data they generate a bar graph and read from it when completing a survey. They search for simple answers from a data base when completing a questionnaire. They also, when working at control and modelling, use the repeat instructions and predict what will happen, such as when they work at drawing geometrical shapes with 'Superlogo'. Higher-attaining pupils use the tools in the art program to create a repeated pattern and a variety of brush sizes and effects to create a picture, such as for the cover of their books. Pupils use the rotate/symmetry tool to create a picture and are able to add music to their work using the 'compose world' program. They are able to write procedures to program a floor turtle. By the end of Year 6, pupils are nearing the expectations of the National Curriculum having learned many ICT skills but, because of limited accessibility to computers, pupils do not have enough time to practise the skills they have learned. In a lesson observed, a group of twelve Year 4 pupils made a square and spiral,

using Superlogo commands to program a floor turtle. They learned how to use a formula to make a triangle. Half the pupils achieved this unaided, whilst others needed individual help. A group of six, Year 5 pupils made good progress using a spreadsheet to input information about the cost of a school trip and then adapting it in the light of changing numbers and prices. They understood how computers can calculate costs and are useful when prices change. Within the limited resources available small groups of pupils achieve well, but pupils' achievement, overall, is below what it should be and standards are below national expectations.

Teaching and learning

133. The subject is at present taught by a visiting teacher once a week, in a very small and restricted computer suite. Planning is good, and the teacher uses questioning well to promote understanding. The quality of teaching is generally good and small groups of pupils make good progress throughout the day. Their attitudes are generally positive and they learn quickly, although occasionally younger pupils are sometimes silly. Older pupils help one another well while the teacher assists others. No teaching of ICT or pupils using computers was seen, other than with the visiting specialist teacher in small groups. Computers in classrooms were not used during the inspection.

Leadership and management

134. The subject is very well led, in difficult circumstances, and a very useful file of pupils' work has been collated and matched to levels of the National Curriculum. Satisfactory progress has been made, over the last two and a half years, in developing the subject within limited space. The headteacher, who is the co-ordinator, has had 16 computers installed and pupils now have access to the Internet. A new ICT suite is being built and will house 15 computers and an interactive white board. Once this is completed in May, the visiting teacher, who covers a number of small schools locally, will work alongside class teachers. Pupils are keeping records of what they learn in their own log books but assessment and recording has yet to be developed.

MUSIC

Strengths

- The teacher is enthusiastic, skilful and knowledgeable.
- There is good, progressive medium and short term planning throughout the school.
- Pupils' attitudes are very good.
- Good or better progress is made in lessons.
- A range of additional opportunities are offered to pupils.

Weaknesses

- Assessment procedures are limited.
- The management of music is underdeveloped, because the coordinator is only in school one day a week.

Standards

135. No lesson was observed in Years 1 and 2 but, from the documentation and from the interview with the visiting teacher, standards the end of Year 2 are judged to be at least satisfactory. Pupils in the Year 1 and 2 class, through the study of dynamics and tempo, revise what volume means and are introduced to the idea of silence. They learn to sing songs such as Michael Finnegan, while a pupil chooses a volume

card for the class to follow, and songs such as Fair Rosa, while they make appropriate actions in time to the music. They are encouraged to evaluate the quality of their singing by discussing how they make their voices loud or soft.

136. Standards at the end of Year 6 are good. While learning to play the recorder, pupils play simple tunes, using a good range of notes, reading the notation and playing in unison. They play musical phrases such as BGABAA, GBGGGE and are able to play these phrases softly or loudly. They know how many beats are in a bar and recognise the symbol for returning to the beginning of the piece. They respond to the challenge of repeating phrases in order to refine their performance and are eager to repeat tunes as they become more successful. As a result of the very good teaching, and very good relationships, pupils show enjoyment, good concentration and commitment and are very well behaved. These factors, together with the progressive planning, contribute to good progress being made and pupils achieving well.

Teaching and learning

137. The quality of teaching in Years 3 to 6 is very good. All lessons are taken by a visiting music teacher. As a result of the teacher's very good musical knowledge, guidance and example, pupils in Year 3 and 4 learn to develop rhythmic material by recognising and exploring ways that sounds can be combined and used expressively. The teacher encourages and appropriately supports them while they learn to use their voices, parts of their bodies and un-tuned instruments to create an effect. The lively pace to the lesson encourages pupils to listen carefully, show interest and willingly practise to refine the sounds they need to make in order to compose rain forest music. They know the musical symbols such as 'f' for loud and 'p' for soft and they are learning new musical vocabulary such as tempo, volume, diminuendo and crescendo with support from the teacher. Good organisation enables all pupils to take part and to respond. The teacher's high expectations, lively teaching pace and interesting activities contribute to the pupils enjoying the lessons and, as a result, learning is good.

Leadership and management

138. A specialist has been employed since September to teach pupils in Years 3 to 6, and, more recently, to teach throughout the school. As she is only employed to teach in the school for one day a week, she is unable to guide teachers or monitor and assess music through the school, other than within a lesson. However, the co-ordinator's file shows that music is taught thoroughly and is often linked to topics, and the school's action plan includes aims to improve and expand the musical opportunities for pupils. Her leadership of the subject, through her teaching, is very good but she has not time to develop her management role, and co-ordinate the subject across the school.
139. There is a good selection of tuned and un-tuned instruments and a variety of tapes of ballet, dance and orchestral music, which teachers can use in their classrooms during the week. Despite the lack of a hall, good use is made of the limited space in the classrooms and staffroom. The pupils are given opportunities to belong to a choir, take part in musicals such as Hosanna Rock, play recorders and take part in country dancing. Individual lessons supported by the local educational authority's Somerset music teachers' program enable a number of pupils to learn to play the keyboard, flute, trumpet and guitar. As a result of the very good teaching which has recently been extended across the school and the additional opportunities offered to

pupils, there has been a substantial improvement in the subject. There were no judgements about music in the previous report but music is now a strength of the school.

PHYSICAL EDUCATION

Strengths

- The school provides a variety of opportunities for pupils to take part in activity days, such as at the Chilton Trinity Sports Centre.
- Pupils have regular swimming lessons.
- Small apparatus is available at every opportunity during the day.
- A good range of after school activities is provided.
- Residential outdoor pursuits are organised for pupils in Year 6.
- Regular football coaching is provided.

Weaknesses

- The lack of indoor facilities prevents the development of dance and gymnastics.

Standards

140. The pupils' attainment at the end of Year 2 and Year 6 are below those nationally expected of pupils of this age, overall, but in the aspects of the subject which can be taught within the school's restricted facilities, they are average. No judgements were made, in the previous inspection report, on standards of physical education.
141. By the end of Year 2, pupils, including those with special needs, demonstrate control and co-ordination as they imagine being blown by the wind as they move in time to the music. They know the importance of fitness and understand the effect of exercise on the body. Opportunities for dance and gymnastics are very limited without a hall, but standards, in a dance lesson held in the Year 1 and 2 classroom, were satisfactory. Good use is made, informally, of small apparatus such as balls, hoops and skipping ropes at lunch and break times, under the supervision of support assistants, and pupils develop good skills with this equipment. Pupils in Year 6, talk about the benefits of warm-up activities and demonstrate a growing understanding of the need to consider others when taking part in physical activities. They know that success in games is dependant on good team work and they are beginning to understand the need for practising the skills of dribbling and shooting in football. The headteacher works with those playing football most lunch times and often after school. There are limited opportunities for pupils to play netball. The pupils make satisfactory progress in games and swimming. Within the restrictions of the site pupils achieve well, but there are gaps in the curriculum which cannot be successfully filled until the hall is completed.

Teaching and learning

142. The quality of teaching in Years 1 and 2 is satisfactory. The range of resources is very limited, as there is no hall, although a substantial building programme is currently taking place and a hall should be in use next term. This has resulted in no gymnastic activities and limited opportunity for dance. However, dance lessons are taken in the classrooms, in spite of considerable lack of space. In these lessons, pupils' movements are restricted and there are limits to what teachers are able to ask pupils to do. Despite the difficulties pupils enjoy physical activities, their behaviour is good and, as a result, learning is satisfactory within the circumstances.

143. In the lesson observed, in Years 1 and 2, pupils were allowed to express themselves while responding to music. They ran on the spot, clapping and rubbing their hands, and jumped in time to the music. Despite the extremely restrictive space, they showed enjoyment of the activity. However, evaluation of pupils' performance was limited and as a result pupils were unable to improve their performances and gain knowledge of how they learn.
144. The physical education improvement plan includes plans to train teachers through the Sedgemoor School Sports Alliance, particularly in dance and gymnastics, ready for the opening of the new hall. Plans are in place to update and improve resources, when there is space to house them, and to further improve playground facilities. Opportunities to expand the use of Chilton Trinity Sports Centre are also being explored. Swimming is regarded by the school as a life skill and to that aim all pupils are able to swim at least 25 metres before they leave the school. Good assessment records are kept to monitor pupils' progress in swimming and ensure that they achieve the recommended goals. The pupils in Year 6 experience out-door adventure pursuits at a residential site in Kilve, which gives them the opportunity to take part in a number of interesting activities such as abseiling and archery.

Leadership and management

145. The leadership and management of the subject are good in the circumstances, with every effort made to compensate for lack of facilities. Tremendous effort has particularly been put into trying to compensate for the lack of facilities while the building project has been taking place. The extra-curricular activities, the involvement with other schools and establishments and the additional opportunities for pupils to use small apparatus during every available opportunity, ensure that pupils are receiving as many opportunities as possible to take exercise during this difficult time. Pupils are currently benefiting from football coaching carried out by a Bristol City coach, and the school has also successfully bid for a grant, which will enable them to add to the outside climbing facilities for the younger pupils. As a result of the extenuating circumstances, development of the subject is severely restricted; however, completion of the building works by the summer term should ensure that the deficits are soon addressed.

RELIGIOUS EDUCATION

Strengths

- There is well matched planning of work to pupils of different abilities in Years 1 and 2.
- Teachers have considerable expertise and subject knowledge.
- The Agreed Syllabus is covered well.

Weaknesses

- There are no real weaknesses but resources are limited.

Standards

146. Standards are in line with the expectations of the locally Agreed Syllabus in Year 2 and above in Year 6. Overall, they are above average. The requirements of the locally Agreed Syllabus are covered well. In Years 1 and 2, pupils have the knowledge skills and understanding expected in both the attainment targets 'learning from religion and human experience' and 'learning about religions'. They know stories from the Bible, such as Jonah and the Whale, and draw pictures to illustrate the Lord's prayer. They write about how they worry when they have to go to the dentist, how people should 'share and be kind' and how 'people show their different

feelings'. They learn about Hinduism and Judaism. They draw pictures of a Mandir and sequence pictures to show the story of Rama and Sita. When thinking about special places they learn that Jews build a hut called a Sukkah in their garden: pupils illustrate their own special place with 'doors' that open in their exercise books. They know that people go to church to pray, and their own parish church is a special place that they go to for the school carol service. In the lesson observed, they visited this church and learned about some of the places in it, such as the stories that the stained glass windows illustrated and how the altar rail is where people come to receive Holy Communion. The work in pupils' books shows that they are achieving well and are gaining a good amount of knowledge of Christianity and other religions as well as about themselves. The standard of written work is above average and promotes literacy well. All pupils cover the same work and the higher-attaining pupils write in more depth.

147. The quality of pupils' work in Years 3 and 4 is very good, particularly that of higher-attaining pupils. Hinduism and Christianity are covered well. Pupils write about possessions, things they need to be happy, and things that make them sad. They write their own up-to-date story of the Good Samaritan. They know about the work of Mother Theresa in Calcutta, and Martin Luther King and his concern for black people. They learn about the Shema and Jewish daily prayers and about Diwali and Indian clothes and Hindu worship: about the Qur'an, the Moslem's Holy Book and the Torah for the Jews. They write about a psalm from the Bible and have made a book of prayers which reflects this knowledge. In these prayers they show an appreciation of God's created world, a concern for the needs of others and an understanding of their own need for forgiveness. Good examples of these prayers are: 'You are great and marvellous because you have made a beautiful world.' and 'Please make people have love and laughter through their terrors.' also 'Thank you for our possessions which come in useful, but please make us not forget to love each other though.' and 'I am sorry for the naughty things I have done wrong.' By Year 6, pupils consider what some of the problems of the world are, and which they could do something about themselves, such as litter and global warming. They record what stops them and makes them think and use effective examples such as the Egyptian Pyramids and a garden spider. Their writing about Gandhi show that they know about his life and understand what he stood for. They consider what makes a 'good person' and describe one that they know. Overall, pupils' work is above what is expected by the Agreed Syllabus in both attainment targets. Pupils in both Years 5 and 6 record their work well and have a good depth of understanding. Lower-attaining pupils and pupils with special educational needs are supported and achieve well.

Teaching and learning

148. The quality of teaching, overall, is good. In Years 1 and 2 teaching is satisfactory. Work in these pupils' books shows that it is planned well for pupils of different abilities. They are helped to write in different ways and work is marked constructively. From pupils' writing and their visit to the church it is evident that they have positive attitudes, understand what has been taught and are developing religious concepts well.
149. Teaching in Years 3 and 4 is very good, and in Years 5 and 6 is excellent. In the Year 3 and 4 class the teacher plans and builds on what pupils already know very well. When learning about the Shabbath meal, they enjoy recalling what they know about Jewish practices and consider how important it is for a family to have time together. Good learning takes place. They show a high degree of thoughtfulness when they wonder whether the Shabbath meal would be celebrated if the father were away. Pupils have very positive attitudes and enjoy completing detailed drawings of the Shabbath meal. The teaching, learning and pupils' attitudes in the Year 5 and 6 lesson were outstanding. The subject of death was taught sensitively, beginning with a Buddhist story and leading on to pupils being able to share their own experiences with the class and later with the teacher on their own. The teacher's own previous experience as a nurse, undoubtedly, enabled her to create an environment where pupils felt safe to share very personal feelings and experiences. Particular strengths in teaching are in the methods used to teach the subject, teachers' knowledge of the subject and in their skilful management and questioning of pupils.

Leadership and management

150. The leadership and management of the subject are good. The subject is being well, and often very well, taught and pupils keep good records of what they have discussed. They are gaining a good degree of knowledge and understanding, as teachers have considerable subject knowledge. The co-ordinator has worked with the teachers from other small schools, on developing assessment opportunities: these are developing. There are a satisfactory number of resources of good quality. Because of teachers' considerable expertise, there is little need to observe lessons, and the monitoring of books to ensure continuity already takes place.