

INSPECTION REPORT

KINGSMOOR PRIMARY SCHOOL

Bawdrip, Bridgwater

LEA area: Somerset

Unique reference number: 123738

Headteacher: Mr M Bird

Reporting inspector: Vanessa Ward
19028

Dates of inspection: 13th – 15th January 2003

Inspection number: 248499

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Road
Bawdrip
Bridgwater

Postcode: TA7 8PY

Telephone number: 01278-683371

Fax number: 01278-683962

Appropriate authority: The Governing Body

Name of chair of governors: Mr H Jones

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19028	Vanessa Ward	Registered inspector	Science Art and design Music Foundation Stage Educational Inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9770	John Baker	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
28014	Peter Buckley	Team inspector	Mathematics Design and technology Physical education Religious education	Pupils' attitudes values and personal development How good are the curricular and other opportunities offered to pupils?
29424	Vivienne Stone	Team inspector	English Information and communication technology (ICT) Geography History Special educational needs	How well is the school led and managed?

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingsmoor Primary School is smaller than the average primary school, having 139 pupils on roll. Most of the pupils travel some distance to the school, from neighbouring villages and from the town of Bridgwater. There are slightly more boys than girls, and nearly all pupils are from a white UK background. The pupils all speak English as their first language. Children are admitted in September when they are four years old. They enter the school with a range of attainment that varies from year to year, but is currently average compared to the national picture. Seven per cent of the pupils are identified as having special educational needs, a low figure, but two pupils have Statements of Special Educational Needs, which is broadly average. The particular needs of the pupils include those resulting from emotional, behavioural, autistic and severe learning disabilities or difficulties. Six per cent of pupils are known to be eligible for free school meals, which is below average. The pupils come from an average range of economic backgrounds. All teaching posts are filled, and there are no temporary staff. The local Education Action Zone, in conjunction with the Sedgemoor School Sport Alliance, provides coaching for pupils and training for teachers in order to promote sports.

HOW GOOD THE SCHOOL IS

This is an effective and improving school that gives good value for money. It is effective because the teaching is good and it is well managed. The school cares well for each of its pupils and works hard to make them feel secure, so that they are happy and behave very well. The pupils' personal development is particularly good. The school is aware of where its weaker areas are, and has prioritised them for improvement. Standards are generally rising, but the improved provision now in place has yet to have a full impact on achievement.

What the school does well

- The provision for pupils' personal development is very good and as a result pupils are very interested, reflective and well behaved.
- The teaching is of good quality, and is well planned to take account of pupils' needs, so learning is good in most subjects.
- Pupils with special educational needs achieve very well, because they are well taught, learning assistants do a very good job and the provision is very well managed.
- Achievement is good in mathematics and science.
- The headteacher, deputy heads and governors provide good leadership.
- Parents make a very strong contribution to the school's success.

What could be improved

- Standards in English, to match the good levels attained in mathematics and science.
- Standards in history and geography.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. Since then it has made some notable improvements. The standards seen during the inspection are now better in many subjects, though history and geography standards remain low. Provision for all aspects of the pupils' personal development has improved, resulting in even better attitudes and behaviour. There has been a great improvement in teaching quality, which was the major key issue at the last inspection, partially as the result of a planned programme of observation of lessons and support to teachers. Then, 19 per cent of lessons were unsatisfactory whilst only eight per cent were very good or better. No unsatisfactory teaching was seen on this inspection, whilst 27 per cent of the teaching seen was very good or better. The other key

issue at the last inspection concerned minor statutory requirements, and all requirements are now met. Overall, the school responded well to the last report, and continues to improve.

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	D	D	B	D
mathematics	D	C	B	C
Science	D	D	B	C

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

Pupil numbers are small, which means that variations in results from year to year are of limited significance. Overall, results for Year 6 are improving in line with the national trend. The standards of the current Year 6 pupils are above average in mathematics and science, but average in English. This year's English and mathematics targets, for 80 per cent of the year group to meet levels expected nationally (Level 4) are appropriate for these pupils and are likely to be met. Standards in the other subjects vary from above average to below average, with strengths in music and religious education and weaknesses in history and geography. Overall, standards are average and achievement is satisfactory.

In 2002 the Year 2 results were above average in reading, writing and mathematics, and in science standards were broadly average. The current pupils in Year 2 attain average standards in reading, writing and science, but above average standards in mathematics. Their standards are also above average in music. Overall, however, standards in Year 2 are average and achievement is satisfactory.

The current Reception children are achieving satisfactorily. They are likely to reach the expected standards in all areas of learning, and may well exceed them in aspects of literacy and personal development.

Pupils with special educational needs are doing particularly well at all stages in the school, and their achievement is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. This enhances pupils' learning because they are very interested and try hard.
Behaviour, in and out of classrooms	Very good, both in and out of class. The pupils follow the 'Kingsmoor code' and show maturity.
Personal development and relationships	Very good. Pupils show respect and tolerance, and the ability to reflect. They are involved in their own learning and contribute well to the school.
Attendance	Above average.

TEACHING AND LEARNING

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

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

Learning is also good throughout the school. The staff work hard to meet the needs of all pupils, including those in mixed-age classes. Pupils with special educational needs learn particularly well when they are given additional help from support staff. The good relationships between all pupils and staff help the pupils to feel secure and encourage them to take part in lessons. Teachers have good knowledge of most subjects, particularly in the specialist lessons of art, music and religious education, and this often leads to notable gains in knowledge and understanding for the pupils. However, the skills of history and geography are not taught well enough, so that pupils do not make sufficient progress in these subjects.

English and mathematics, including literacy and numeracy, are taught well. Literacy and numeracy lessons are structured according to the National Literacy and Numeracy Strategies, and the teaching of mental arithmetic is especially successful. Occasionally the pace drops in the longest literacy lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Broad and relevant, with good extracurricular activities, especially for sports.
Provision for pupils with special educational needs	Very good. Pupils have individual programmes and the curriculum is adapted for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, with particular strengths being the very good moral and social provision. Provision for spiritual development is good, and provision for cultural development is satisfactory.
How well the school cares for its pupils	Well. A caring school that promotes good behaviour particularly successfully. Assessment is satisfactory overall, but is much better in English, mathematics and science than the other subjects.

The school has a very good partnership with parents. They are very well informed and make a very good contribution to their children's learning. The school benefits greatly from the 'Kingsmoor Friends' who not only raise significant funds, but also give willingly of time and energy in supporting many aspects of school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. A united staff team and a clear educational direction. Some subject co-ordinators have limited time to check on standards and on teaching.
How well the governors fulfil their responsibilities	Well. They are very well led and fully involved. They make a good contribution to the school's effectiveness.
The school's evaluation of	Good. Results are analysed and the performance of teachers monitored.

its performance	Governors also check on the school's progress.
The strategic use of resources	Good. Principles of best value are applied well. Financial resources are used correctly to support the education of the pupils.

Levels of learning resources are good, as are staff numbers. The accommodation is very good and is well maintained.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel the teaching is good and their children are making good progress. • Parents feel comfortable about approaching the school with questions or problems, and feel well informed. • They feel the school expects children to work hard and achieve their best. • They think the school is well led and managed. • They feel the school is helping the children become mature and responsible, and that behaviour is good. 	<ul style="list-style-type: none"> • No strong concerns were raised by any significant numbers of parents

The inspection findings fully endorse the positive points made by parents, though in two subjects, history and geography, progress was found to be not good enough.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The number of pupils in any one year group is comparatively small, so the attainment on entry of pupils varies from year to year. This means that results and standards higher up the school may also vary from year to year, so that identifying trends must be done with caution. Since the last inspection, results in both Year 2 and Year 6 have moved up and down, but the underlying trend has been broadly in line with the way national results have changed. Since the last inspection, standards have risen in mathematics, science, art, music and religious education.
2. The current Reception year entered the school with broadly average standards. They are receiving good teaching, and are likely to reach expected standards (the early learning goals) in all areas of learning. In aspects of literacy and personal development, the children are achieving well and may reach the expected goals before the end of the year. They are particularly helped in literacy by the way staff make stories and books exciting, and value the writing that the children produce.
3. Over the last three years, results of Year 2 national tests have been average or better. Taking the years together, to minimise the effect of small year groups, results are above average. They were above average in 2002 in reading, writing and mathematics, whilst the corresponding teacher assessments made of science standards were broadly average. The current Year 2 has fewer pupils attaining higher than expected levels in English, so current reading and writing standards are average rather than above. Standards in mathematics, however, remain above average and standards in science are again broadly average. In the other subjects, standards are mostly average, but in music, they are above average. There was not enough evidence to make a judgement in geography, history or physical education. The standards as a whole represent satisfactory achievement.
4. Last year's Year 6 results were above average in English, mathematics and science, with a significant proportion of pupils reaching levels above what is expected for their age in mathematics. Over the last three years, when results are taken together, they have been broadly average. The current Year 6 pupils reach above average standards in mathematics and science, but average in English, where, again, fewer pupils than last year are reaching the higher levels. In the other subjects, there are strengths in music and religious education where standards are above average, and weaknesses in history and geography, where standards and achievement are below average. Standards in art, design and technology and information and communication technology (ICT) are average. No overall judgement of standards could be made in physical education, though standards are above average in swimming. This mixture of strengths and weaknesses represents satisfactory achievement overall.
5. The school is implementing several changes to help raise standards and improve achievement. These, combined with good teaching, are improving the pupils' learning. However, most of them have been in place for just over one year and the long-term benefits in terms of the pupils' achievement have yet to be realised. Although achievement is satisfactory overall, one group of pupils is making very good progress. These are pupils with special educational needs, both with statements and without. They are doing particularly well in English as a result of the efforts of skilled learning support staff and the very good leadership of the co-ordinator for special educational needs. The most able pupils are achieving satisfactorily, as are the majority of others. Some of the strategies to support them, such as more specialist teaching and specific work targeting higher attainers in mathematics and science, are starting to have an effect. However, these strategies have been put into place fairly recently and have yet to have a full impact on achievement.
6. Pupils make satisfactory progress in English as they move through the school, though they are making good progress in reading and listening in the Reception year. In all year groups, the pupils' listening is generally better than their speaking, and their reading is better than their writing. Pupils in Year 6 are achieving well in reading, but satisfactorily in writing and speaking and listening. Many

pupils read expressively and with good understanding, and even lower attaining pupils read accurately, using a range of ways to help themselves read unfamiliar words. The school has taken steps to improve the content of pupils' writing by giving it a greater focus during the literacy hour, and this has been successful. However, standards of handwriting and the presentation of work is a weakness in much of the school.

7. Pupils are making good progress in mathematics throughout the school. The opportunities provided for the new subject co-ordinator to influence teaching and learning are having a positive impact on achievement and standards. In Reception, most of the children can count to twenty. By Year 2 they are working confidently to add three numbers together. The oldest pupils fluently convert fractions to decimals. The pupils have a good understanding of number patterns and strategies they can use in mathematics. Progress is also good overall in science and has improved since the school recently reorganised the pupils into smaller, single year groups for these lessons. In Reception, the children begin to understand the principles of friction as they realise, for example, that a car runs fastest on a smooth surface. Older pupils are able to investigate friction much more methodically, using a force-meter and making sure that each surface is given a fair test.
8. The weaknesses in history and geography are to some extent due to concentration on literacy and numeracy at the expense of these subjects in past years. However, the effect has been that the sort of progress shown in reading or mathematics or science as pupils move through the school is not established in history or geography. For example, in geography, pupils do not increase their geographical vocabulary sufficiently, nor do they gain enough understanding of the use of plans, maps and atlases. In history, their learning is sound regarding some individual topics but they have difficulty making links and in putting the periods they have studied in context with each other, and the questions they ask by Year 6 are too superficial.

Pupils' attitudes, values and personal development

9. Overall, the school cultivates pupils' personal, spiritual, moral, social and cultural development very well, a strength that was identified in the previous inspection, but which has been further improved. Pupils' attitudes, values and personal development have responded accordingly and are very good, an improvement since the last inspection.
10. Pupils have positive attitudes to school that enhance their learning. Very good attitudes are closely linked to good or better teaching. Teachers use a variety of teaching methods and good management skills to keep the pupils interested and involved in their lessons. For example, during a lively Year 5 and 6 religious education lesson, the teacher's good organisation enabled the pupils to write down quickly their thoughts on questions about God on large sheets of paper around the classroom. Ninety-seven per cent of the parents who responded to the pre-inspection questionnaire said that their children like school, and this was confirmed by the positive views expressed by the pupils about their school. They are enthusiastic about the range of activities offered to them; and are happy with the opportunities provided for them to help in school. The pupils' very good attitudes make an important contribution to the standards reached in the school.
11. Ninety-six per cent of the parents who responded to the pre-inspection questionnaire feel that behaviour in the school is good. The inspection team found it to be very good, a strength that has been sustained since the last inspection. Teachers apply the 'Kingsmoor code' consistently, which means that the pupils know what is expected of them and there is no confusion when different teachers teach them. Behaviour at break and lunchtimes is very good. The outdoor environment is used well and the new covered shelter is a valuable asset. There were no signs of bullying, racist or oppressive behaviour, and it was evident that all of the staff implement the school policies consistently. There have been no exclusions in the last year. Very good behaviour makes a positive contribution towards helping the pupils to learn.
12. Ninety-three per cent of parents who responded to the pre-inspection questionnaire feel that the school is helping their child become mature and responsible. Pupils in Year 6 show these characteristics very clearly in the way they conduct themselves around the school and in lessons. These older pupils have recently asked the headteacher if they could form a group that would

consider the needs of all pupils in the school, thus providing an opportunity for engaging in the democratic process in community life. This indicates a very good response to the social values that the school promotes.

13. There are very good relationships throughout the school. All pupils carry out any duties given to them sensibly and show respect for and tolerance of others. All pupils listen very well to their teachers and to each other in lessons and assemblies. They work sensibly together in groups or pairs and answer questions thoughtfully. This reflectiveness was particularly evident in older pupils studying religious education, contributing well to the standards in that subject.
14. The school's strengths in the attitudes, behaviour and personal development of its pupils start to emerge even in Reception, and are apparent in pupils of all levels of ability. The children in the Foundation Stage are eager to learn, and enjoy being part of the school community. They relate very positively both to adults and to each other. They understand the routines of the school and behave very well. Pupils with special educational needs generally have the same very good attitudes to their learning as their classmates. They are well behaved and respond positively to the expectations of the school. Teachers are sensitive to the needs of pupils with behavioural difficulties and manage them very well, helping them to conform. Pupils with special educational needs join in all aspects of school life.
15. All of the opportunities provided have produced a very positive impact on pupils' attitudes, values and personal development and pupils are successfully meeting the 'Kingsmoor code':
 - We look after each other, our school and everything in it
 - We try our best in every thing we do
 - We are friendly and polite towards each other
16. Attendance is good, above the national average, and there are no unauthorised absences. This, together with good punctuality, makes a positive contribution to pupils' attainment and progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching has improved substantially since the previous inspection, particularly in Years 3 to 6, where there was a significant amount of unsatisfactory teaching. This was a key issue for improvement. During the present inspection, there was no unsatisfactory teaching. Teaching and learning were good overall throughout the school, with 25 per cent of the lessons observed being very good, or occasionally, excellent. There remains some variation in consistency among teachers, and this is reflected in the pupils' progress, the best occurring in the classes where the teaching is always good or very good.
18. Several issues which were highlighted at the previous inspection have improved: planning is now much clearer and more detailed; teachers' expectations of what the pupils should achieve are higher; and the day-to-day assessment of pupils' achievement is effective in English, mathematics and science. The school gives very careful consideration as to how pupils are organised within mixed-age classes to make the best use of teachers' subject strengths. Specialist teaching in music, art and religious education, and the organisation of pupils into year groups for science lessons, are all having a positive impact on standards.
19. The teachers have good knowledge of most of the subjects they teach, with teaching being good throughout the school in English, mathematics, science and religious education, and very good in music. It is also good in art and ICT in Years 3 to 6. In Years 1 and 2, no teaching was seen in art and ICT. There was insufficient evidence to make reliable judgements about teaching in design and technology, geography, history and physical education. However, analysis of the pupils' work and discussion with them indicates that skills in history and geography are not taught well enough, and this has a negative impact on standards.
20. The staff work hard to meet the needs of all pupils. In most lessons, the higher attaining pupils are given work that builds on their previous learning and challenges them appropriately. This was seen

particularly in lessons in mathematics and science. Some successful organisation is in place to meet the needs of pupils with specific talents.

21. The teaching of pupils with learning difficulties is good overall, sometimes being very good. All pupils with special educational needs have education plans that contain suitable targets in relation to their needs. Pupils are taught in whole-class settings, often with extra help from skilled learning support staff to ensure that they meet their targets. In this situation, and when they work with support staff outside the classroom, their needs are met very well. When pupils are withdrawn from the classroom, they cover the same subject as that which is being studied by the other pupils in the class. For example, during a literacy lesson, good use was made of time outside the classroom by a learning support assistant to concentrate on achieving the reading targets of a pupil. Teachers are aware of the specific needs of pupils with learning difficulties and seek to involve them fully in whole-class sessions, matching work to their needs.
22. In the Reception class, the teacher and support staff work very well as a team and provide a good balance between activities led by an adult and those which the children choose for themselves. The teaching is organised and managed efficiently. The teacher has good knowledge of the needs of young children and provides a wide range of experiences that cover all areas of learning. The staff interact with the children effectively, successfully encouraging them to think, question and explore ideas as they play. The teacher gives suitably high priority to personal development, language and literacy and mathematical development. Careful consideration is given to meeting the needs of the reception children alongside the few pupils from Year 1 who also share the class. Expectations of what the children can achieve are suitably high. Praise and encouragement are used well to motivate them and generate confidence. This confidence is reflected in the independence shown by the children in such activities as hanging up their coats and washing their hands.
23. Throughout the school, the teachers and support staff enjoy very good relationships with the pupils. This helps the pupils to feel secure and encourages them to take part. The teachers value their efforts so that they become confident learners who are not afraid to try.
24. The teachers are well informed about the national strategies for literacy and numeracy and this has a beneficial effect on how well the pupils acquire new skills and knowledge, as well as how well they practise and reinforce their previous learning. The teaching of mental calculation is particularly successful. The closing sessions are used well to consolidate what has been achieved in the lessons and to help the teachers to assess how successfully the pupils have learned. However, when literacy lessons extend beyond an hour, the pupils sometimes find them too lengthy, and then the pace of their learning diminishes. ICT is used effectively by teachers to support learning in a variety of subjects.
25. The support staff are effectively deployed across the school. The teachers brief them well about their roles. In a lesson in ICT, for pupils in Years 4 and 5, the support assistant had a significant impact on the pupils' learning, helping them to understand how to use a database. The pupils are managed very well, and this helps in maintaining their interest and the rate at which they learn.
26. The pupils enjoy their learning in school because the teachers introduce lessons in lively ways, thereby immediately gaining their interest. The teachers usually, though not always, make clear what they want the pupils to learn at the start of lessons. They link new learning with what has gone before so that the pupils can understand how today's work builds on what they have learned previously. In a science lesson in Years 1 and 2, for example, the pupils were excited by the teacher's introduction to different ways of making sounds. This focused their attention and stimulated their interest.
27. The teachers choose teaching methods that take good account of the pupils' increasing concentration, of the ways in which they learn best and what they already know and can do. This quality of provision makes the pupils want to work hard and concentrate well. This was very apparent in a literacy lesson in Years 5 and 6, when a combination of exposition, discussion and thinking time was integrated well to assist the pupils' learning.

28. Although the teachers' planning is satisfactory overall, the best planning, involving greater detail, was invariably accompanied by teaching that was very good or excellent. The teachers mark the pupils' work conscientiously and give praise and encouragement in their comments. However, there is some variation in the consistency with which they help the pupils to understand what they need to do next in order to improve. Also, the teachers do not always provide a good model of handwriting for the pupils to follow. Homework is provided in line with the homework policy and is used satisfactorily to extend the learning in school.
29. The parents are very appreciative of the good teaching that the school provides. Similarly, the pupils speak very positively about how they enjoy learning.

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

30. The quality and range of learning opportunities are good throughout the school, and this is an improvement since the previous inspection. This has a positive impact on learning across a wide range of subject areas. The curriculum is broad and relevant to the pupils and effectively meets the statutory requirements for National Curriculum subjects, religious education and collective worship. All of the pupils are given swimming lessons, usually for two terms each year. The school has already identified the need to review history and geography, where achievement is unsatisfactory. It should also consider the balance of time allocated to these subjects, particularly as some literacy sessions for Years 3 to 6 currently extend to 75 minutes, which is at times too long for pupils to maintain their concentration.
31. Curricular provision for pupils with learning difficulties is very good overall, and the curriculum is suitably adapted to ensure access for these pupils. Pupils with special educational needs have individual programmes of work, and are set specific targets to meet their needs.
32. The curriculum for the children in the Foundation Stage is broad and balanced and provides a good range of stimulating experiences. Planning relates appropriately to the required six areas of learning identified for children in the Foundation Stage. Visits to the nearby area and to the theatre, and visits from local people like the police, are used well to enrich the children's learning.
33. Good emphasis is placed on the teaching of the basic skills of literacy and numeracy. Good use is made of the National Literacy Strategy and National Numeracy Strategy, and both are having a positive impact on the standards in English and mathematics. This helps teachers to match work more closely to pupils' differing needs and contributes well to their achievement in these subjects.
34. In addition to the schemes for the national literacy and numeracy strategies, schemes are in place for all subjects. These are based on local authority and nationally produced guidance, and provide rolling programmes of study, designed to cater for the mixed age classes. This is an improvement since the last inspection, when a variety of documents led to misunderstandings as to what should be included and did not always identify programmes of study. The scheme for religious education is in accordance with the locally agreed syllabus for Somerset.
35. The provision for extra-curricular activities is good. Its strength lies mainly in the range of sporting activities, available to both boys and girls, and the access to outside specialist coaching. Very good sporting links with the local secondary school also provide access to their facilities. The school makes good use of the immediate locality, such as, the local church, village trails and Bawdrip cycle path. Visits to, for example, the Rural Life Museum, the Bridgwater Arts Centre and a field study trip to the Quantocks and the coast also enrich the curriculum. However, these are not all systematically planned into schemes of work.
36. The contribution of the community to the school is satisfactory. Vicars from the two local churches, the Community Police Officer and the parish wardens visit the school. Other visitors include charity organisers, theatre groups, musicians and dance troupes.

37. The provision for pupils' personal, social, and health education (PSHE) is good. The recently revised policy clearly addresses the issues of sex and relationships education and drug misuse, but there has been insufficient time for it to become embedded. Involvement in the 'Health Promoting Schools Award Scheme' is another example of the school's awareness of the need to raise the profile of PSHE. It is well supported by outside speakers from the police and the Fire Service. Personal safety includes the "Right Track" cycle training scheme that is delivered by staff who have undertaken special training. Personal education in its widest sense, including the provision for pupils' spiritual, moral, social and cultural development, is promoted very well.
38. 'Circle time', where pupils have the opportunity to discuss issues relevant to their own experiences, is a very effective provision, supporting the very good relationships and social and moral development seen throughout the school. Concepts of citizenship are promoted well through, for example, the 'Kingsmoor Scholars', a different cross-section of pupils each week, who discuss with the headteacher, Chair of Governors or curriculum co-ordinators what they have been learning during the week.
39. The provision for pupils' personal, spiritual, moral, social and cultural development has been improved in each area since the last inspection. Provision for spiritual development is now good. The school's ethos strongly promotes tolerance and respect for self and others and this is evident in the school assemblies. A key strength in the provision for spiritual development is the way that the school takes advantage of its small size in developing a real sense of community, where pupils have many opportunities to understand their feelings and the way their attitudes impact on others. Collective acts of worship are always for the whole school and contribute to pupils' spirituality through, for example, singing their Kingsmoor School song and 'signing' as well as singing 'Sing a Rainbow'. Pupils in Years 5 and 6 respond to questions of 'how', 'why' and 'what' in considering incarnation in religious education; areas of quiet, such as the willow dome provide opportunities for reflection, and the position of the school itself on the edge of the Polden hills contributes to pupils' spiritual development.
40. Provision for moral development is very good. The school places great emphasis on the promotion of a very clear moral code through its 'Kingsmoor code', which reinforces consistent messages and helps pupils to distinguish right from wrong. The good role modelling by all adults makes an important contribution to moral development. All demonstrate support for each other. The ways in which pupils are listened to and valued encourages them to take responsibility for their own activities and think through the consequences of their own and others' actions. Teachers provide an open and safe learning environment in which pupils can express their views and practise moral decision-making, as well as recognising and respecting the codes and mores of the different cultures in the wider community.
41. Provision for social development is very good. There is a strong sense of community, which is fostered by the promotion of common and inclusive values by all who work in the school. Teachers encourage pupils to work co-operatively through paired and group activities. All pupils in Years 5 and 6 enjoy a bi-annual residential trip. Pupils are very involved in charity fundraising and this gives them an insight into social and racial differences and the chance to use their own initiative. The school promotes opportunities for pupils to exercise leadership and responsibility through a range of tasks round the school.
42. Provision for cultural development is sound, an improvement since the last inspection when it was unsatisfactory. The school promotes the awareness of cultural diversity and prepares pupils for life in multi-cultural Britain through the curriculum, educational visits and visitors to the school. For example, each year pupils study in depth a major world religion other than Christianity. In design and technology, foods from other cultures are studied and, in the annual Dance Festival, a range of cultural dances are included. Themes for collective acts of worship explore music from a wide range of cultures. Every year the local secondary school invites the feeder schools to an 'Americas Day'. The school has produced, in consultation with parents, an anti-racism policy. Participation in arts, mathematics and poetry weeks enrich pupils' understanding of their own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. This is a caring school which provides good support for pupils' personal development, as well as good provision overall to ensure pupils' welfare, health and safety. Since the previous inspection, child protection procedures and those for monitoring attendance have improved and both are now good.
44. Procedures for promoting good behaviour and eliminating bullying are very good and are applied consistently by all staff. The emphasis is on making pupils aware of the high standards expected and reinforcing this by praising good behaviour at every opportunity. This includes the award of certificates weekly in assembly for a wide range of positive attributes, including being kind, friendly, thoughtful or taking care. These certificates are then put on display for the week so that children can share their success with their parents. The school's behaviour code, based on respect for others, the school and everything in it, is the hub of the behaviour policy. This has created an environment where pupils encourage others to behave well and where bullying is very unlikely to occur.
45. Procedures for monitoring and promoting attendance are good. Attendance is monitored weekly and any concerns are followed up appropriately. Formal procedures are in place for pursuing reasons for absence but are rarely used since parents are very diligent about reporting absences.
46. Child protection procedures are good overall. The designated person keeps up-to-date through attending training courses and passes on relevant information to all staff. This, together with the clear policy, ensures that all staff are aware of the child protection procedures and their importance. Also, there is good liaison with other agencies. Health and safety procedures are satisfactory and provide a safe working environment. All routine testing is up-to-date and the headteacher carries out a health and safety check of the premises at least annually. First aid provision is satisfactory and a good number of staff have undertaken basic training. Parents are kept fully informed of any accidents or instances of their children feeling unwell, both verbally and through a range of proformas.
47. The good personal support and guidance pupils receive makes a significant contribution to their personal development. Looking after pupils' personal and emotional needs is the responsibility of class teachers who, together with support staff, know their pupils very well, are sensitive to their needs and are thus able to provide good personal support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The staff also encourage parents to discuss any family problems with them, to ensure that the school has a full picture of the needs of the child concerned.
48. The school's procedures for the induction of new children are very effective. The children are invited to watch school productions, such as nativity plays, during the year prior to their admission. This helps them to gain familiarity with the school surroundings. During the summer term prior to their admission, they make several visits to the Reception class. The school liaises with local pre-schools in order to gather information about the children, so as to ensure a smooth transition.
49. Pupils with special educational needs benefit from the school's caring ethos. The school uses information from assessment to identify those pupils requiring additional support and checks regularly on the progress of these pupils towards meeting their individual targets. The staff are conscientious in meeting the individual needs of pupils; for example, they have introduced a pictorial communication system with signing to assist pupils with language difficulties. Good links are maintained with the secondary schools, and in-depth discussions take place with receiving schools to ensure that the needs of specific pupils are recognised and met in the future.
50. The achievement of the children in the Foundation Stage is monitored closely, and records are kept conscientiously. Frequent discussion between the teacher and support staff ensures that information is shared, and teaching adjusted, to meet individual needs. Throughout the school, the assessment procedures for English, mathematics and science are good and are more

comprehensive than was the case at the previous inspection. The staff use them well to track the pupils' progress and to take action to improve learning. They also use statutory and non-statutory tests effectively to find out what various groups of pupils know, understand and can do. Target-setting in English is good and is used effectively. Results are analysed thoroughly and regular meetings between the subject leaders and teachers mean that achievement is tracked and provision adjusted appropriately.

51. In the remainder of subjects there is inconsistency in the way that the pupils' achievement is assessed. Where specialist teaching is provided in Years 3 to 6, in music, art and religious education, those teachers have a good understanding of the pupils' achievement even though the formal recording of assessments varies. Even here, recording systems are not consistent throughout the school. An assessment and recording process for ICT is just being trialled, but, in design and technology, history and geography, there is no established system to track the pupils' growing knowledge, understanding and skills.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents have very positive views about the school and have confidence in it. Virtually all confirm that their children like school, consider that behaviour and teaching are good and feel that the school expects their children to work hard. The vast majority were very satisfied with all other aspects of the school. The inspection team fully support the parents' positive views of the school.
53. Parents are very well informed about the school through the prospectus, the governors' annual report and very good fortnightly newsletters. Information to parents about the curriculum is satisfactory overall with curriculum awareness evenings being held annually, the most recent being on ICT. Currently the school is not issuing termly or yearly curriculum plans to parents, but intends to reintroduce these this term.
54. Parents are very well informed about their children's progress through consultation evenings, informal discussions and annual reports. These reports include details of attainment, effort, listening and response in all subjects, as well as detail of what pupils need to do to improve in English and mathematics. Parents of pupils with special educational needs are kept informed of their child's progress through informal meetings with class teachers. They sign the pupils' individual education plans but are not always involved in regular reviews and new plans. This reduces their opportunities to have their views considered when decisions are being made.
55. Parents make a very good contribution to their children's learning at school and this has a very significant effect on attainment and progress. Nearly all classes receive regular help from parents, and they also provide very good support on educational trips and visits. Parents run a wide range of extra-curricular activities, including sports clubs and the computer club. They also raise substantial funds for the school through the Kingsmoor Friends, who are an important part of the school. Through their social events they help to build good parent/school relationships as well as providing a forum through which parents can express their views. Parents also help in practical ways, such as the construction of the shelter in the playground.
56. Virtually all parents support their children with their homework, and their excellent attendance at parents' evenings and other events demonstrates to their children the importance they place on education. This helps to foster in their children very good attitudes to learning and to the school itself. The parents' very strong support for the school is clearly indicated by the fact that all have signed the home/school agreement.
57. Arrangements for informing prospective and new parents about the school and helping their children to settle in are very good. The prospective parents' meeting is held in the autumn term and parents are shown around the school by its best ambassadors – Year 5 and Year 6 pupils who leave them in no doubt as to the quality of the school. Parental involvement with the induction process for four-year-olds is very good. Parents are kept well informed and involved in making sure that their children settle quickly and happily into school. Visits to the school prior to admission, both with

and without their children, are a positive example of this involvement. The use of a home/school book facilitates regular communication between teacher and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Judged collectively, the headteacher, governing body and key staff provide good leadership and management. The leadership of the headteacher is good and ensures clear educational direction in the work of the school in continuing to improve provision for the benefit of the pupils. He is well supported by the two deputy headteachers, who have worked closely with him in building a united staff team, committed to the school's aims of enabling pupils to reach their full potential as learners within a happy, caring environment. As a result, the school is welcoming and friendly, pupils enjoy coming to school to learn and they achieve high standards of behaviour and personal relationships. The provision for equality of access and opportunity is good. All staff are very aware of the need to be all-inclusive, and the school has satisfactory practice in promoting race equality.
59. There is a well-defined management structure within the school, in which all teaching staff have specific responsibilities for co-ordination of aspects of the school's work. The two deputy headteachers now have clearly defined management areas for which they are responsible and there is a co-ordinator for English. These are improvements since the last inspection. Although having two deputy heads is unusual in a school this size, the system is working satisfactorily and the finance committed to it is not having a negative effect on the budget. The headteacher has successfully led the school in improving the quality of teaching since the last inspection and has rightly identified the further development of English as a priority for the future.
60. The subject co-ordinators are generally enthusiastic about their subjects and provide good informal support to colleagues. However, because of the size of the school, each teacher has more than one subject for which they are responsible, and this limits the time available for them to fulfil their management roles. When no opportunities have been provided for co-ordinators to check the standards of pupils' work, observe lessons in order to improve them, or to give support on how pupils' learning is assessed, this impacts on the achievement of the pupils, as in history and geography. Those subject leaders who have had some of these opportunities fulfil their roles well. In mathematics and ICT, for example, they have had a good impact on teachers' skills and pupils' standards. The very good leadership provided by the co-ordinator for pupils with special educational needs has ensured that these pupils make very good progress. She ensures that each pupil with a statement of special educational need receives the resources that are their entitlement and that the Code of Practice is implemented. She provides support and advice to teachers and teaching assistants and advises about the deployment of support staff to ensure that the needs of identified pupils are met. She arranges necessary training for staff and liaises closely with support services.
61. The governing body, which is very well led by the chair, makes a good contribution to the effectiveness of the school. It has increased its involvement in the school since the time of the last inspection and through its school improvement committee is now fully involved in drawing up the school improvement plan and checking on the school's progress. Governors have specific responsibilities but several governors are new to the position, and are still developing their roles. The governing body works closely with the headteacher. They have confidence in him but they challenge him and expect him to be accountable. Most governors keep themselves well informed about what is going on in school and have a good understanding of the school's strengths and weaknesses. This knowledge is used when they make decisions about the school. The impact of these decisions on school improvement is then systematically monitored. For example, the impact of the new computer suite on pupils' learning and teachers' management responsibilities has been assessed. The school has rightly identified its priorities for improvement in the school development plan, and the financial and resource implications are included. Through implementing this and building on the enthusiasm of most subject leaders to develop their subjects, the school has good potential for further improvement.
62. The school is developing good systems for monitoring and evaluating its own performance. Since the last inspection, the headteacher and senior managers have introduced a range of procedures for checking on the attainment and progress of different groups of pupils in English, mathematics and

science and identifying where standards need to be raised. Analysis of test papers in mathematics, for example, has resulted in more targeted teaching of problem solving, which is beginning to show good results in raising standards. This has yet to be extended to other areas of the curriculum. The use made of lesson observations has resulted in an improved quality of teaching since the time of the previous inspection. Strengths have been built on and weaknesses have been addressed through support, although teachers are not always told their weaknesses explicitly. The performance management of teachers has contributed to improvements in teaching through the individual objectives that have been set and the links between these objectives and specific areas of the school improvement plan. This enables relevant staff development to be implemented. The staff are being encouraged through performance management to use group and individual target setting more systematically. The headteacher currently leads the performance management of all teaching and support staff. This, however, reduces the involvement and development of other senior staff in leading teams.

63. The school has good procedures for ensuring that the financial resources available to it, which are higher than the national average for primary schools, properly support the educational needs of its pupils. There is a clear cycle of financial planning, linked to the school's improvement plan, and expenditure is monitored on a regular basis. The current underspend is to be used to create an extra teaching room, and work will start shortly on this project. The use of the specific funds element of the school's finances, and other additional funding, is well focused. It makes a positive impact on the quality of learning provision. For example, the grant from the New Opportunities Fund has been well used to develop the skills of teachers in ICT.
64. The school's overall administration arrangements and the day-to-day control of its finances are good. The school office is well equipped and makes very good use of new technology to support its work. Effective use is made of the information available from the school's computerised management system and there are good financial and administrative procedures in place that allow the committed school secretary to make a significant contribution to the effective running of the school. In addition to the support of administrative activities, the school is increasingly using ICT across all aspects of school life.
65. The governing body, working with the headteacher, is applying the principles of best value well. The school compares its results with those nationally, locally and in similar circumstances and compares its spending levels with those of other schools in the same authority. It is at an early stage of fully analysing its decisions, but has started to review specific areas: for example, by examining the balance of its curriculum, it reduced the time pupils spent swimming. It consults well with parents, issuing questionnaires and using the outcomes in future school planning and responding to their comments. It ensures fair competition in its tendering and buying arrangements by seeking advice and looking at a range of options before making a decision.
66. The school has an appropriate number of teachers, all of whom are experienced. A recent well-targeted appointment has ensured that there is now a subject specialist for mathematics, but not all subjects have a specialist to provide subject knowledge support to colleagues. There is a good number of teaching assistants who are well deployed to support pupils needing help with their learning. This contributes to the progress of pupils with special educational needs. Staff new to the school receive effective support.
67. The school has very good accommodation that is well maintained, and teachers organise learning effectively within the space available. A new additional teaching area is to be constructed shortly which will free the library from some group teaching. The school grounds are attractive and are used well to provide facilities for art, physical education, environmental studies and pupils' recreation time. The quality and care put into the school environment reflects the pride in the school felt by all the staff and its pupils.
68. Resources are at least satisfactory for all subjects, and good overall. They are very good for ICT and good for history, music and physical education. The well-resourced new computer suite offers improved provision for teaching ICT. However, some of the book stock in the school library is out of date.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to raise standards, and improve the provision for pupils in the school, the headteacher, governors and all staff with management responsibilities should take action on the following points. The development of these areas has already been identified by the school as priorities for the future.

- (1) Raise standards in English in Years 1 to 6 to the good levels of mathematics and science, by:
- improving the standard of presentation of the pupils' written work across all subjects;
 - developing a whole-school approach to the improvement of speaking skills;
 - improving the pace of the longest lessons;
 - maintaining the emphasis on writing, but ensuring that activities provided during guided reading sessions for pupils who are not working with the teacher are appropriate; and
 - allocating the co-ordinator more time where possible to work with colleagues.

(See paragraphs 3, 4, 6, 24, 78 - 87)

- (2) Raise standards in history and geography by:
- improving the teaching and the lesson planning, particularly the use of planned learning objectives;
 - providing training and support to teachers where necessary;
 - giving a particular focus for the older pupils on improvement of skills of historical enquiry and chronology, and of mapwork skills in geography;
 - considering an increase of time allocation for these subjects;
 - improving the teaching of skills in history and geography by building progression into the pupils' learning, and assessing pupils' progress; and
 - monitoring the standards and progress of pupils and the quality of teaching as strategies take effect.

70. In addition, the report identifies some minor points that the governors may wish to include in their post-inspection action plan. These are to do with:

- involving parents in reviewing and formulating new individual education plans (*paragraph 54*);
- improving the monitoring of teaching and progress in some subjects other than English, mathematics and science (*paragraphs 51 and 60*); and
- modernising some of the book stock in the school library (*paragraph 68*).

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	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	16	11	0	0	0
Percentage	3	24	43	30	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	139
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	9

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	7	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (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	12	8	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	17	17	19
Percentage of pupils at NC level 4 or above	School	85 (78)	85 (78)	95 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	17	16	19
Percentage of pupils at NC level 4 or above	School	85 (78)	80 (78)	95 (87)
	National	73 (72)	74 (74)	82 (82)

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

Boys and girls' results are not reported separately as there were less than 11 girls in each year group

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	136	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	22.5
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	155

FTE means full-time equivalent.

Financial year	2001-02
----------------	---------

	£
Total income	359100
Total expenditure	336317
Expenditure per pupil	2437
Balance brought forward from previous year	17006
Balance carried forward to next year	39789

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	139
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	2	1	0
My child is making good progress in school.	60	35	4	1	0
Behaviour in the school is good.	58	38	4	0	0
My child gets the right amount of work to do at home.	40	49	8	0	2
The teaching is good.	61	35	2	1	0
I am kept well informed about how my child is getting on.	51	42	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	5	0	0
The school expects my child to work hard and achieve his or her best.	70	28	1	1	0
The school works closely with parents.	48	42	7	2	1
The school is well led and managed.	61	33	6	0	0
The school is helping my child become mature and responsible.	60	33	5	0	2
The school provides an interesting range of activities outside lessons.	39	47	10	0	4

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

71. At the time of the inspection, the 21 Reception children were taught alongside six pupils who were in Year 1. Reception children are admitted in September, following their fourth birthday. Contacts with the school prior to their admission help them to settle quickly. The attainment of the children when they start school varies considerably, but is average overall. They enjoy coming to school and work hard. By the end of the year, most of the children are likely to reach the expected goals in all areas of learning. In aspects of literacy and personal development, they achieve well and may reach the goals sooner. This is similar to the findings of the previous inspection. The teaching and learning observed during the inspection were good in all areas of learning. The involvement of support staff is managed particularly effectively. The teacher organises a good balance between activities directed by an adult and those selected by the children. There is an effective system for recording the children's progress, which is monitored thoroughly. Careful planning ensures that the challenge given to the children builds on what they already know and enables them to learn well. This includes the highest attainers, children with special needs and those who enter with standards that are as expected for their age.

Personal, social and emotional development

72. The children arrive confidently in the mornings and clearly enjoy coming to school. They understand and follow the routines of the day, such as hanging their coat on their peg at the end of playtime, or standing in line in order to walk to the school hall. The teacher gently reminds the children of her expectations of behaviour and praises them when they respond positively. This helps to reinforce the children's understanding of acceptable behaviour. The children know that they must be quiet as they move about the school during lesson time, so that they do not disturb other classes. Independently, the children get out play equipment they want to use and tidy away efficiently at the end of lessons. They know that they must wash their hands when they have finished playing with the sand, and do so without prompting from an adult. In undressing and dressing for physical education, they show determination to manage by themselves. When they need help; for example, in fastening small buttons, they confidently request it. The children co-operate well and when playing in the sand they share the toys. They show initiative by sweeping up sand when it spills on the floor. Their concentration is developing well. They remained on task well when trying to attach card wheels to an axle using sticky tape. Relationships between the staff and children are very good and help to foster positive attitudes to learning in the children. The intervention of the staff is very successful in helping the children to solve problems; for example, when a child was upset because he thought that a model he had made from a construction kit might be taken apart by another child, the classroom assistant helped him to express his concern and then to resolve the situation satisfactorily.

Communication, language and literacy

73. The children engage in conversation willingly with adults and with each other, but there is some variation in their ability to express themselves clearly. A few children communicate in phrases, such as 'nice book', whilst others speak in complete sentences. The staff successfully encourage the children to speak by initiating conversation as they play, and by inviting them to talk about items they have brought from home. The children listen carefully to instructions, and respond appropriately by, for example, moving to play in a particular area of the classroom, as requested. They enjoy listening to stories and, when shown the cover of a book they had looked at previously, were able to remember parts of the story. In sharing a big story book, the teacher used her voice well to make the story exciting, and this helped the children to enjoy their reading. The children are learning letter sounds well and are motivated by the teacher's very good use of puppets to stimulate their interest. This makes the learning fun and helps the children to concentrate. The children identify letters from their names when they see them in other words. They are beginning to read independently, and enjoy talking about pictures in books. They learn to form letters correctly,

and can write their names recognisably. A few children can write several words independently and correctly. Others make good attempts, such as 'pln' for 'planet'. The children attempt to write lists and messages as part of their play. The valuing of these by the staff helps the children to regard themselves as writers. The teacher regularly writes down sentences that the children suggest, and this encourages them to understand the purposes of writing.

Mathematical development

74. The teacher makes counting and recognising numbers fun, and this motivates the children to learn. When counting a row of squares, the children joined in enthusiastically as the teacher moved a picture of an alien along the line to prompt their counting. Most of the children can count to twenty. They are beginning to count backwards from five. With adult help, the children fill in missing numbers on a number line from one to ten. They are beginning to understand the terms 'before' and 'after' in relation to numbers. Most of the children recognise the numerals one to nine and can match them to representations of their number values when fitting together jigsaw dominoes. The staff make good use of opportunities to increase the children's understanding as they play by, for example, counting with them the number of children playing in the pretend spaceship. As the children build with construction kits, the staff make good use of opportunities to draw their attention to relative size and weight, or help them recognise two-dimensional shapes, such as squares or circles. Careful monitoring by the staff enables them to ensure that all the children engage in a wide range of mathematical experiences.

Knowledge and understanding of the world

75. The children show interest in the world around them and the staff provide a good range of activities to promote learning. The children enjoyed rolling cars down ramps that were covered with different fabrics. The teacher encouraged them to predict on which fabric the car would run fastest. The children soon realised that the car ran fastest on the material that was smoothest. Previous work shows that the children learn about mini-beasts, such as snails, and plant bean seeds, tending them as they grow. Their focus at present is on learning about outer space, and their role-play area has been made into a pretend spaceship. The children act out real-life experiences in their play, such as taking food to eat during their 'journey' in the spaceship. They play with mobile phones as a means of making contact with earth whilst they are in space, and write shopping lists to take to the shops when they get to the moon. Almost all of the children can say where they live and can talk about things they see on their way to school, like shops and post boxes. They are aware of some of the ways in which they have changed over time, and know that they can do things now that they could not do as babies. When looking at a picture book, the children were able to say which toys were old and which were new. They enjoy using construction apparatus. They do not always have a finished product in mind when they start, but can say what their model is when they have finished it. The children readily use headphones to listen to stories and are beginning to learn how to switch an audio tape on and off. They are learning to type their names on the computer and to use a computer program to make pictures from shapes, clicking on icons to select and move the shapes.

Physical development

76. The children ride and push wheeled toys, steering them carefully in their outside play area. They run around and show satisfactory awareness of space and of other children. They jump, about half being able to keep their feet together when jumping. During a physical education lesson, the teacher explained clearly how the children should land safely with knees bent. She gave good opportunities for them to practise and to watch each other. The range of activities and the pace of the lesson kept the children interested. The children balanced well along a low bar and moved carefully across carpet stepping-stones. Frequent opportunities allow the children to practise handling tools and small equipment, such as construction apparatus or jigsaw pieces. They persevered to peg numbered card sock-shapes on a line, arranging them so that the numbers were in sequence. When making models, they worked hard to tear sticky tape from a dispenser in order to fix wheels on their vehicles. They hold pencils correctly and persevere to increase their control when writing letters and numbers.

Creative development

77. The teacher stimulates the children's creativity by showing enthusiasm for their topic on outer space. Children playing in the sand were encouraged to make it resemble the surface of the moon. One child, who was making holes in the wet sand, commented that she was 'making craters on the moon'. When playing in their pretend spaceship, the children act out simple stories. They decide who will be the driver and where they will sleep. The children enjoy singing and join in enthusiastically. They are keen to point out their work on display. They recall painting teddy bears and remember that they used glue to stick fur and foam features on to them. The children eagerly recall making prints after painting their hands. Whilst making rubbings of tyres, the staff helped the children to hold the paper still, and encouraged them to observe the different patterns that were produced. The teacher provides a wide range of materials for the children to work with, and the staff are attentive in helping the children to develop their skills.

ENGLISH

78. Standards in English are average when compared with those expected nationally at the end of Year 2 and Year 6, so that standards overall have been maintained at the level reported at the last inspection. The results of the National Curriculum tests for 2002 were above the national average. This variation is attributable to the small numbers of pupils in each year group, so that individual variations in ability can have a disproportionate effect. There are fewer higher attaining pupils in the current Year 2 and Year 6. Pupils attain better in reading than writing by the end of Year 6 and the school has implemented a number of strategies for the improvement of writing. Teaching reading outside the literacy lesson in Years 3 to 6 now allows more time for developing writing skills within lessons. Giving the pupils focused targets for improvement is having a positive effect, especially in Years 5 and 6.
79. The achievement of pupils is satisfactory overall by the end of Year 2 and Year 6, but the achievement of pupils with special educational needs is very good. This is because their learning is regularly checked and they have very good support from teaching assistants. The achievement of pupils in reading is good in Years 3 to 6. The implementation of guided reading and the identification of reading targets for each year are contributing well to improving the achievements of pupils in reading.
80. Pupils reach average standards in speaking and listening by Year 2 and Year 6, but listening is better than speaking. By Year 2 most pupils are good listeners and follow instructions well. Pupils are able to make relevant comments and to take turns during speaking. For example, in a literacy lesson in Year 1, pupils listened well to each other and expressed their opinions about the feelings of characters from the illustrations in the book they were studying. By Year 6, most pupils speak clearly and confidently in pairs and when presenting their work to the class. However, many are not able to communicate explanations using precise language. This was noticeable during a mathematics lesson when pupils were trying to explain how they could find out which fractions give a recurring decimal. Some teachers are conscious of the need to extend pupils' speaking skills to encourage the use of a wider and more precise vocabulary. They plan good opportunities in each area of the curriculum for pupils to listen, to ask questions and give explanations. They also use drama to help pupils understand concepts, such as when pupils in Year 6 dramatised the effect of the sea on coastlines. Pupils with communication difficulties are encouraged to develop their speaking skills through the very effective use of signing and pictures. There is, however, no scheme of work for speaking and listening to ensure that opportunities are provided consistently through the school and this reduces pupils' progress in acquiring these skills.
81. Standards of reading are average by the end of Year 2. Pupils develop a range of strategies to support their reading and use their knowledge of letter sounds well to help them. They have a good understanding of the main events and characters in a story. Higher attaining and average pupils read fluently, with good expression and attention to punctuation. Lower attaining pupils use letter sounds successfully to build up unknown words. Pupils of all abilities know how to use a contents page and higher attaining pupils are able to use an index to locate information in a book. Pupils are

less able to talk enthusiastically about books and authors that they have read. This is because although pupils take their guided reading scheme books home when they have finished them, there is no whole-school policy that expects pupils to take other books home to extend the range that they read.

82. By the end of Year 6 pupils achieve well in reading. Higher attaining and average pupils read expressively with good understanding and have favourite authors. They are able to infer meaning from the texts that they read. Lower attaining pupils read with less fluency but their reading is accurate and they use a range of strategies independently to establish meaning. Pupils know how to use information from books and from information technology to support their studies and they make good use of this in their study of other subjects. The guided reading sessions make a positive contribution to the pupils' progress in reading. However, the activities provided during these sessions for pupils who are not working with the teacher are not always sufficiently focused to contribute to their reading development, and books chosen independently by pupils are not always suitable for their ability. When this is the case, it reduces the progress made by these pupils during this time.
83. Pupils' standards in writing are average by the end of Year 2. They are able to put their ideas into sentences that they punctuate with capital letters and full stops. Some average pupils and the higher attainers are developing a joined handwriting style and most pupils spell short common words and longer regular words correctly. By the end of Year 6 pupils use writing for a range of purposes, both within English and in other subjects. Higher attaining pupils are beginning to use paragraphs, although not all sentence punctuation is consistently accurate. Lower attaining pupils express their ideas logically, but need support in order to link them. Pupils are developing the use of vocabulary to add interest to their writing. When describing imaginary beasts, pupils in Year 5 used descriptive language well. For example, they wrote "green, bulging eyes staring hungrily". This is the result of good teaching that has linked reading and writing and provided the pupils with examples on which to base their work. The targets that are set for pupils are effective in helping to improve the standards of writing. For example, when a target of using connectives to extend sentences is given in Year 6, this results in writing that includes more complex sentences. Spelling has improved since the last inspection and most pupils' spelling is now accurate.
84. The previous inspection noted that older pupils in the school did not always present their work neatly. This remains the case. As then, not all pupils use a fluent, joined handwriting style and there is no consistent use of pens. Teachers do not always provide a good model of handwriting when writing in front of the pupils or insist that work is presented as well as possible.
85. All of the teaching seen during the inspection ranged between satisfactory and very good and was good overall. This is an improvement since the last inspection. The National Literacy Strategy has been well implemented in the school and the additional literacy support materials are beginning to impact on raising standards. The school has received a year of literacy support from the local authority and this has improved the teaching of literacy by developing the skills of the co-ordinator and providing feedback to teachers on how to improve their lessons. When teaching is good, teachers have clearly defined learning objectives for the lesson that are shared with the pupils. Work is well matched to the needs of different pupils in the class. The pace of the lesson is fast so that time is used effectively and pupils remain interested and enthusiastic. The review session at the end of the lesson is used well to reinforce the learning and to check what pupils have understood. Marking is used to tell pupils how to improve their work and opportunities are provided for them to do so. In lessons where there are weaknesses in teaching, the learning objectives are insufficiently clear, resulting in less focused teaching and a slower pace. This results in pupils learning less than they could and some pupils not understanding the concept being taught. When the pace is slow, pupils, although well-behaved, lose their enthusiasm to engage in the lesson.
86. Teachers make satisfactory use of ICT to support their teaching of literacy. Classes have regular literacy lessons in the new computer suite, but it was not possible to observe one of these during the inspection. ICT is also used to provide effective individual spelling support for those pupils who require it.

87. The leadership of the subject is good and has improved since the last inspection. The co-ordinator has worked hard to implement the literacy strategy and has an action plan to continue the development of the subject. She has introduced good methods of assessing and recording pupils' reading and writing attainment which enable relevant targets to be set for their improvement and their progress to be closely checked. This has resulted in a greater involvement of pupils in their own learning, especially in Years 5 and 6. However, there is some inconsistency in the use made of targets in other years. The co-ordinator has tried to raise the profile of writing in the school and organised a very successful writing week that enabled pupils to experience writing for real purposes and audiences. She has identified the need to introduce a scheme of work to develop speaking and listening that will contribute to raising standards in writing. Although she has had some opportunities to observe teaching, she has insufficient time to work with colleagues in Years 3 to 6, which reduces the effectiveness of her management of the subject.

MATHEMATICS

88. Standards in mathematics in Year 2 and Year 6 are above average, and reflect an improving trend and an improvement since the last inspection, when they were average. Numbers in each year group are small, but the raising of standards has been achieved by good teaching and by well-targeted support for lower attaining pupils and those with special educational needs. From broadly average attainment on entry to the school, pupils of all abilities achieve well. The progress of individual pupils has been carefully monitored in the last three years, the information being stored electronically. This information is used well to confirm progress and enable the school to set targets.
89. Pupils in Year 2 are learning about number and about how to apply their knowledge. They understand clearly that addition can be done in any order and that when adding three numbers, one of which is a two-digit number, it is easier to put that number first. Higher attaining pupils worked very well in pairs using number cards and recording their work accurately. They used 100 squares to check their answers by putting a counter on the largest number and counting on.
90. In a Year 3 lesson pupils were confident in the use of metric measures of length. They know that 3m 20cm can also be written as 320 cm and 3.20 m. They applied their knowledge very sensibly, working collaboratively in pairs, to estimate the size of parts of their body and then measured very accurately, checking each time. Teaching assistants worked very well with lower attaining and special educational needs pupils. An adult measured the height of all of the pupils before they measured their arm span. In the plenary session pupils concluded that it was easier to estimate the size of smaller objects and that their arm span was generally only slightly shorter than their height.
91. In a Year 5 and 6 lesson, pupils rapidly converted fractions into decimals and percentages in the introductory mental maths session, holding up their answers on their whiteboards. Most pupils could quickly halve decimals, such as 0.5 to equal 0.25, and halve again to make 0.125 or 12.5 %. In the main activity, pupils identified patterns within recurring decimals derived from fractions, framing questions to explain the pattern. The work was well matched to their abilities, with a clear focus on problem solving with numbers, a weakness already identified by the class teacher. The lesson was dynamic and the class discussion, at the end of the lesson, showed very clearly the excellent learning that had taken place.
92. The quality of teaching is good overall, with some very good and excellent teaching. This is an improvement since the last inspection when the quality of teaching was satisfactory. Teachers plan from the National Numeracy Strategy, which has been effectively introduced, and generally match work well to individual needs in the mixed-age classes. Teachers are very good at explaining to the pupils, at the start of the lesson, what they want them to learn, and then asking them to evaluate their progress at the end. The strong emphasis on collaborative work in all lessons makes a good contribution to pupils' social development. Lessons are well organised, reflecting the structure of the numeracy strategy. While some lessons are up to 75 minutes in length, pupils are well managed, behave very well and enjoy mathematics, so their concentration is sustained. Classes

are well resourced and teachers make good use of questions demanding instant recall to assess what pupils know. Teaching assistants are well briefed to support individual pupils.

93. From the analysis of pupils' work, presentation is not always as good as it could be and there is still an over-reliance on the completion of work books and work sheets amongst the younger pupils. This does not fit into the school's mathematics policy and was commented on unfavourably in the previous inspection.
94. Numeracy is used well across the curriculum. For example, by the end of a Year 6 science lesson pupils were able to calculate accurately the average from readings they had taken when using a force meter. The ICT suite is used appropriately to support the teaching of mathematics.
95. The co-ordination of mathematics is now good, an improvement since the last inspection. The co-ordinator has only been in post for just over a year and initiatives have not had time to become embedded and impact fully on the teaching of mathematics. However, the mathematics action plan has a clear focus on raising standards. Much work has been done on analysing data, particularly in identifying generic areas of weakness in teaching. The current focus on problem solving is being monitored well. All teachers have been observed teaching, but not all have yet had the opportunity of seeing the high quality teaching provided by the co-ordinator herself.

SCIENCE

96. The evidence from the inspection indicates that standards in Year 2 are average and achievement is satisfactory. This reflects the findings of the previous inspection and the results of teacher assessments for last year's Year 2. The pupils now attain above average standards in investigative science, which is an improvement. The school is working hard to raise standards and is giving particular emphasis to the higher attaining pupils, to enable them to improve their achievement.
97. Standards in Year 6 are above average. This is an improvement since the previous inspection and reflects the impact of the school's actions to raise standards. These changes include teaching the pupils in smaller, single-age year groups, monitoring more closely the pupils' achievement and providing good levels of challenge for higher attaining pupils. The pupils' achievement is now good.
98. Analysis of test and assessment results over several years show that boys have generally outperformed girls, and that girls have not performed quite as well relative to girls nationally. The school is aware of these facts and is monitoring the impact of teaching. However, there is no evidence to suggest that either the teaching or the provision favour one gender over another. The teachers provide well for pupils with special educational needs, either through the effective deployment of classroom assistants, by planning work for them that builds well on their prior learning, or by giving additional support. One very good example was seen in which the task given to a Year 6 pupil enabled him to investigate forces along with the other pupils, but with a slightly different challenge, which, whilst still being achievable, extended his previous learning.
99. The quality of teaching varies from satisfactory to very good, and is good overall. The teachers have good subject knowledge. They make sure that the pupils use correct terminology, introducing and consolidating their understanding of such terms as properties, magnify and gravity. A particularly successful feature is the way in which the teachers remind the pupils of their previous learning at the start of lessons, prompting them to consider the how and why questions of their investigations. Where the teaching is very good, the pace of the lesson contributes significantly to the pupils' learning. For example, when pupils were learning to use force meters, they were given just sufficient time to do some measuring before the teacher asked them to report their results, insisting upon the use of correct terminology, and making sure that they could read the scale accurately. This enabled the pupils to carry out an investigation having sufficient knowledge to make accurate measurements and draw conclusions from their results. By contrast, in a lesson for younger pupils, the pace slowed and the pupils became restless as each group had to wait to collect water for an investigation into the absorbency of different types of paper.

100. The teachers make learning interesting and this motivates the pupils to learn. For example, when the teacher related a discussion about the absorbency of paper to the pupils' own experience, they were immediately interested and offered several ideas. The pupils have good understanding of what makes a test fair. The challenge provided for the pupils, when they measured the force required to pull a shoe across different surfaces, made them think carefully about the need to measure accurately and to make the pulls at the same angle each time.
101. The pupils are well behaved during lessons. They are enthusiastic about investigations and work very well collaboratively. Pupils in Year 2 thought carefully about whether different objects were natural or unnatural and began to sort them according to their properties, such as hard or shiny.
102. Scrutiny of previous work and discussion with pupils in Year 2 showed that they are able to classify animals according to where they live or whether or not they can fly. They know the basic components that are needed to make an electrical circuit, and that magnets can attract and repel. Older pupils in Year 6 are able to classify substances as solids, liquids or gases and readily give examples of changes in materials which are either permanent or reversible. They know the functions of the major organs of the human body and can explain that the pulse rate increases when the heart needs to send more oxygen to the muscles. They understand that some micro-organisms are essential to health and that others can cause disease. They record carefully their findings from investigations, using a variety of ways to do so, sometimes providing a key to guide interpretation.
103. Good use is made of numeracy and literacy skills in both calculating and recording results. The use of computers is being developed effectively. Assessment procedures are good, helping both the co-ordinator and the teachers to track the pupils' achievement and adjust their teaching accordingly. The co-ordinator has not yet been allocated time to observe teaching in science. However, she interprets the results of testing throughout the school and regularly works with the teachers to discuss the provision needed to meet individual pupils' needs.

ART AND DESIGN

104. As only one lesson was observed, judgements are based on discussions with teachers and pupils, and on a small amount of work that was available in school. In Years 1 and 2, the school has maintained the average standards reported at the previous inspection. In Years 3 to 6, standards have improved and are now average. Achievement is satisfactory throughout the school.
105. No teaching was observed in Years 1 and 2. The pupils' work shows that they are developing a range of skills in using paint, pencil and glues. They have explored several techniques to create different effects, such as gluing sand to make pictures or producing rubbings of different treads on shoes. They have made pictures using computer programs, controlling a mouse to position shapes and to add colour by selecting appropriate icons. Discussions with pupils indicate that they have satisfactory understanding of how paints can be mixed to produce different colours.
106. In Years 3 to 6, the pupils use sketchbooks very effectively to record and develop their ideas. They show good understanding of the value of using their sketchbooks to produce a first draft of their work, which can then be refined and improved. Skills of observational drawing develop well over time. Still life paintings of a collection of containers show good use of colour, shape and space. The pupils talk confidently about how they spent time positioning the objects and making pencil sketches before mixing colours to paint their pictures. They appreciate each other's work and talk about how they would modify their work if repeating it. The pupils are less well informed about the works and techniques of well-known artists, and this was also identified during the previous inspection. There is currently little use of computer software to produce artwork in Years 3 to 6. Work using a digital camera is due to start shortly.
107. In the one lesson observed the teaching was good. The teacher was particularly successful in encouraging the pupils' creativity and boosting their confidence to produce a design in black, based on a printed textile from Africa. Very effective support was provided for all of the pupils and each of

their efforts was valued. The teacher conveyed an expectation that the pupils would succeed in the task. The pupils responded with enthusiasm and pride in their work.

108. The long-term planning for art shows a satisfactory range of activities. Each piece of art takes several weeks to complete and this provides time for the pupils to refine and take pride in their work. However, the teachers need to be vigilant to ensure that a sufficient quantity of work is produced in the time available. Unfortunately, very few samples of the pupils' work are kept in school to illustrate their achievements over time. There are no agreed, systematic procedures in place for assessment. The co-ordinator has good subject knowledge and her expertise is deployed well in teaching art throughout Years 3 to 6.

DESIGN AND TECHNOLOGY

109. Only one lesson in Years 1 and 2 was seen during the inspection, but from this, and from pupils' design and technology books, samples of work and discussion with the co-ordinator, standards in design and technology in Years 2 and 6 are average and pupils' achievement is satisfactory. Standards have been maintained since the last inspection.
110. The teaching in the Year 1 and 2 lesson that was observed during the inspection was good. Planning based on how to make a fruit kebab was very thorough. A very wide range of fruits had been prepared and pupils were asked to identify on a world map their likely country of origin. They looked at fruit in terms of whether it needed to be peeled or not. Pupils then decided which fruits to use and planned their order on the kebab. They wrote their evaluation on a planning sheet, and their work was recorded with a digital camera.
111. Evidence in the design books in Years 5 and 6 shows that pupils have designed slippers, wind chimes and moving toys. In their design brief they showed what each item would look like, how they would make it and the materials they would use. They evaluated what they had made and modified it where necessary. There was use of literacy in the instructions, but no evidence of the use of ICT. In the moving toys, electric motors were used, but there were no examples of the use of control technology. A few examples of the finished articles were available.
112. The co-ordinator is enthusiastic and knowledgeable and ensures, through the teachers' strengths, that there is sound coverage of the subject. Resources are good and well stored, but assessment of the pupils' work is underdeveloped, and the subject is not as well celebrated as it could be, there being little work on display.

GEOGRAPHY

113. At the time of the previous inspection, standards of attainment in geography were above average by the end of Year 2 and were below average at the end of Year 6. It was not possible to observe any geography lessons in Years 1 and 2 during the course of the present inspection and there was insufficient evidence from pupils' work to make a judgement about standards and achievement at the end of Year 2. Only one lesson was seen in Years 3 to 6 and judgements about standards are based on the analysis of pupils' work, talking with pupils, displays around the school and a discussion with the subject co-ordinator. Standards remain below average by the end of Year 6 and pupils' achievement is unsatisfactory. The school has placed less emphasis on the teaching of geography since the previous inspection because it has, rightly, concentrated time and resources on developing the teaching of literacy and numeracy. Nationally produced schemes of work have been introduced and pupils are now covering the curriculum adequately. However, pupils in Years 5 and 6 have not been able to develop sufficient skills in previous years to enable them to attain average standards.
114. The work of pupils in Years 3 to 6 shows little development in geographical skills and understanding from that in Years 1 and 2. Discussions with pupils showed that they find it difficult to recall topics that they have studied in previous years. They do not develop a sufficient geographical vocabulary and pupils in Year 6 are unable to use an atlas to locate major cities of the world. There is no evidence in the small amount of work available and from talking to them that

pupils use plans and maps at different scales or experience geographical investigations. In their study of coastlines, pupils in Years 5 and 6 can explain the action of the sea on the development of caves, stacks and blowholes and how a beach is formed. This work is well supported through fieldwork, when pupils visit different beaches to compare them and seek answers to questions they have raised prior to the visit.

115. Teaching in the one lesson seen was satisfactory overall. The teacher helped the pupils to increase their ability to use an atlas and to learn the locations of some countries, but opportunities were lost for developing the skills of pupils in locating specific places. The planning was very general and this resulted in a slow pace with limited focus on what the pupils will learn during the lesson. The subject makes a good contribution to the development of pupils' literacy skills. In Year 3 they use whiteboards to record their ideas about where they would like to go on holiday and Years 5 and 6 find information from a range of sources to increase their knowledge about coastlines. The marking of pupils' work in geography in Years 5 and 6 supports the pupils' literacy targets but does not provide the pupils with guidance about how they can improve their geographical skills and understanding. ICT is used well to support the subject. For example, pupils in Years 5 and 6 use digital photography in producing posters about their work on coastlines. The subject does not make sufficient contribution to the development of pupils' numeracy skills through the use of tables, data handling, graphs and coordinates.
116. The leadership and management of the subject are underdeveloped. The co-ordinator rightly recognises that teachers need support in the subject and she provides informal help and advice. There have, however, been no opportunities for her to develop teachers' knowledge and skills either through training or through supporting them in the classrooms. The school has rightly identified that the subject should be reviewed within the next year.

HISTORY

117. During the course of the inspection, it was not possible to observe any lessons in Years 1 and 2, and only one lesson was seen in Years 3 to 6. Judgements are based predominantly on studying the pupils' work and teacher planning, looking at displays, discussion with pupils in Years 5 and 6 and an interview with the history co-ordinator. Standards at the time of the last report were judged to be average in Year 2 and below average in Year 6. It is not possible to make a judgement about current standards or achievement in Year 2. Standards in Year 6 continue to be below the expected level and the pupils' achievement remains unsatisfactory.
118. Pupils in Years 3 to 6 study a range of historical topics and increase their knowledge about different periods in the past. For example, pupils in Years 4 and 5 study the Anglo-Saxons and develop their understanding of invaders and settlers. They use pictures and resources on loan from the local museum to find evidence of whether they represent invaders or settlers, which helps them to understand the concepts. They use dictionaries to help them group words such as "conquer", "settle", and "remain". This makes a good contribution to developing their vocabulary and literacy skills. However, many of them do not know when the Anglo-Saxons lived in relation to the Greeks and the Vikings, which they have studied previously. In Years 5 and 6 pupils study the Victorians and use a good range of artefacts to develop their skills of historical enquiry by raising questions. Whilst this increases their knowledge about life in Victorian times, the questions they suggest are superficial and are similar to those of pupils in Year 2 who look at bathrooms in the past. Pupils have not systematically developed their skills of historical enquiry and chronology as they move through the school. This is because the emphasis in the school over recent years has been rightly focused on literacy and numeracy, and therefore history has not had its full place in the curriculum.
119. In the lesson observed in Years 4 and 5, teaching was satisfactory, which is an improvement since the previous inspection, when teaching was unsatisfactory in Years 3 to 6. Since then the school has adopted nationally produced schemes of work which provide good guidance for teachers. As a result, planning now includes objectives for the lesson, and all aspects of the subject are planned for. However, in the lesson that was observed, the planned objective to help pupils develop a sense of chronology was omitted and a valuable learning opportunity was lost. Care is not always taken to ensure that pupils present their work well. Teachers make good use of visits and visiting speakers

to enrich the history curriculum. For example, pupils visit the Rural Life Museum and visitors come into school to share their memories of the Second World War. ICT is used well for pupils to find information about the different periods that they are studying.

120. The leadership of the subject is underdeveloped. The co-ordinator has not been enabled to support the development of the subject through analysing pupils' work and observing teaching, nor has she been able to assess standards in the subject in Years 3 to 6. She is, however, aware of the need to develop the teaching of historical skills, especially those of chronology and historical enquiry, and to develop assessment procedures so that pupils' progress is assured. The resources available to support the subject have been improved since the previous inspection when they were judged to be insufficient. There is now a good range of artefacts and support materials for teacher use. With the planned review of the subject and the full implementation of the scheme of work, standards in the subject should rise as pupils build their skills systematically.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Considerable effort has been put into the provision for and teaching of ICT. The setting up and use of a computer suite and the systematic curricular planning, which ensures a broad and balanced programme based on good whole-school guidelines, are improvements since the last inspection. The training of teachers has increased their subject expertise and confidence. There is now a good balance between the direct teaching of skills and their application in the different subjects. Although standards in ICT are currently average by the end of Years 2 and 6 and pupils' achievement is satisfactory, indications are that pupils are likely to attain above average standards in the near future as the curriculum and teaching impacts on their learning.
122. By the end of Year 2, pupils use the mouse and keyboard accurately. They acquire a range of basic technological skills and can access menus. They alter the size, colour and font of their text and are able to save and retrieve their work. Higher attaining pupils are able to select sound folders from a sound menu and use them to create a musical composition. Pupils in Year 6 used computers confidently when learning how to insert a hyperlink and create buttons to link pages. They are able to combine a range of information from different sources, as, for example, in their production of posters to illustrate the effect of the sea on the development of coastlines. They readily use the Internet independently to find information to support their learning in other subjects, such as when finding out about life in Victorian times.
123. No teaching was observed in Years 1 and 2 but the quality of teaching is mostly good in Years 3 to 6. The strengths lie in the direct teaching and reinforcement of skills taking place in a focused session each week. Teachers and teaching assistants are mostly confident in their knowledge of computing and plan good links with other curriculum subjects. In a lesson in Year 4, with a focus on developing the pupils' skills in organising and analysing information, pupils also developed their numeracy skills by sorting a set of numbers into a consecutive sequence. Teachers promote pupils' good attitudes to the subject well and, as a result, pupils enjoy using computers and other technological equipment. All pupils are highly motivated by the developments in the subject and discuss their work enthusiastically. The good financial investment in resources has had a positive impact on pupils' learning, this having benefited considerably from the greater opportunities for pupils to work regularly on computers.
124. The subject co-ordinator has had a good impact on the development of the subject. Her good leadership of teaching and support staff is enabling them to raise pupils' standards. Management of the subject is good overall. The co-ordinator is a very effective source of advice for colleagues. She meets termly with teachers to discuss their planning and identify issues but has insufficient opportunities to observe teaching. A portfolio of work is being collated in order to indicate what pupils can achieve in each aspect of the subject, and this will be a more useful resource for teachers when the examples of work are annotated with details of the level of attainment they represent. Assessment is at an early stage of development and is used to identify those pupils who are reaching above or below the expectations for their age. However, the individual learning logs used by pupils in Years 5 and 6 make a good contribution to helping pupils to understand their own

learning and what they need to do in order to improve. The school is well aware of its obligations to pupils about safety and security when using the Internet.

MUSIC

125. By the end of Year 2 and Year 6, the pupils attain standards that are above average. This is an improvement since the previous inspection, and is the result of the increased use of specialist teaching, especially for Years 3 to 6. Achievement is good throughout the school.
126. In the three lessons observed, the teaching was very good and enabled the pupils to learn very well. The lessons contained a very good balance between composing, listening and performing. Particular strengths were seen in skilful management of the pupils and matching the tasks to build on what the pupils had learned previously. The teachers' interventions, especially when the pupils were composing percussion accompaniments, enabled all of them to contribute and gain a sense of achievement. When younger pupils found it difficult to maintain a rhythm, the teacher quickly gave them assistance, improved their performance and helped them to succeed.
127. The pupils in a Year 1 and 2 lesson concentrated very hard to learn two choruses. They sang them tunefully and with enjoyment. The teacher made good links to literacy, as the story of 'The Tortoise and the Hare' became the focus of a percussion accompaniment composed by the pupils. The pupils were invited to suggest what sort of accompaniment would best suit each chorus and this encouraged them to think about the sounds made by different instruments, and whether they should play them loudly or softly, quickly or slowly. The pupils listened very attentively to music from Peter and the Wolf. The teacher helped the pupils to recognise the sound of different instruments, and made good use of pictures to enable them to learn what the instruments looked like.
128. Pupils from Years 3 and 4, who were gaining understanding of the term 'ostinato' were very challenged by the task. The teacher's skill in giving clear explanations and establishing a pace that promoted learning, whilst providing a very interesting challenge, kept the pupils focused throughout the lesson. The activities, which involved the use of voices, actions and percussion instruments, were very well chosen, both to build on what the pupils already knew and to interest them. The use of 'ostinato' was developed further in Years 5 and 6 during composition work, when tuned and untuned percussion instruments were used to create drones and steady beats alongside rhythm and pitched ostinatos. The pupils composed confidently and focused very closely on what they were doing. They were very supportive of each other when working in groups and the teacher made sure that all pupils, including those with special educational needs, were encouraged to contribute. The teacher's expectations of both behaviour and standards were suitably high, and were realised.
129. The school offers a good range of individual instrument tuition and approximately one third of the pupils learn to play an instrument. These include the clarinet, flute, recorder and piano. This learning contributes significantly to the high standards that these pupils reach. The opportunities provided for these pupils to play alongside pupils from other schools further enriches their learning.
130. The co-ordinator is well aware of how the subject should be developed, and she liaises very effectively with the music specialist. She is aware of resource needs and of shortcomings in assessment procedures and has plans to rectify these.

PHYSICAL EDUCATION

131. Only one gymnastics lesson was observed during the inspection, but evidence from teachers' planning, the school's scheme of work and discussion with the co-ordinator indicates that pupils have opportunities to take part in all aspects of the appropriate physical education curriculum for their age, including swimming and outdoor adventurous education. No judgement of standards relating to the end of Year 2 could be made. In the Year 5 and 6 gymnastics lesson seen, the standards reached by boys and girls were appropriate for their age. Pupils throughout the school swim for two terms each year, while those in Year 6 swim in the summer term. Standards in swimming at Year 6 are above national expectations and pupils achieve well. Outdoor adventurous activities are planned for the older pupils and a bi-annual residential week for pupils in Years 5 and 6 provides further opportunity for these activities.
132. In the lesson seen, teaching was good. Pupils responded very well to the teacher's high expectations, adopting balance positions and moving into another balance by twisting and turning. They listened and responded very well to instructions, co-operated when working together and evaluated their own skills and those of others. There was due emphasis on safety and warming up and cooling down. At the end of the lesson, effective questioning helped pupils evaluate what they had achieved and which areas required improvement. Through its emphasis on working together, the subject supports the school's provision for pupils' social development.
133. The provision for the subject is well supported by the good range of extra-curricular activities, available to both boys and girls, and the access to outside coaching. This coaching is provided as part of the local Education Action Zone, in conjunction with the Sedgemoor School Sport Alliance, and also enhances the provision for the games sessions in Years 3 to 6. Pupils have the opportunity to take part in friendly sporting rallies and coaching sessions as well as competitive matches. Very good sporting links with the local secondary school also provide access to their facilities. The co-ordinator, who is the headteacher, has sustained standards and improved the strength of provision in the subject since the last inspection, through widening the choice of activities. This, together with the good size hall, spacious grounds and good quality equipment, contributes to the subject's high profile in the curriculum.

RELIGIOUS EDUCATION

134. Pupils meet the expectations of the locally agreed syllabus for religious education by the end of Year 2, and standards overall are better than would be expected by the end of Year 6. This is an improvement since the previous inspection. The pupils achieve well as they move through the school. The work provided is based on the locally agreed syllabus and focuses on learning about and from religious and human experiences. The principle focus is the teaching of Christianity, but aspects of other faiths are explored through the study of the world's major religions. Included in the school's three-year rolling programme is the provision for Years 3 to 6 to study in depth a major world religion other than Christianity, artefacts being provided by the museum service, in the summer term. Religious education has an established place in the school's curriculum and makes a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils' understanding of the importance of the church in Christianity and in the community is enhanced by the close links and visits that the school has established with the local churches.
135. In a Year 1 and 2 lesson, pupils considered, in terms of 'sorry' and 'forgiveness', the values that are important to them. They understood that the Bible could be considered a code of conduct, and how their own school code, 'Kingsmoor Code', helped them to make decisions. By looking at different first-hand experiences, they came to realise that saying 'sorry' did not automatically bring forgiveness.
136. In a Year 4 and 5 lesson following the story of Samuel and David that contained some role play and discussion, and challenging questioning by the teachers, pupils were asked to select, from cards, five that contained descriptions of leadership most applicable to David. Not only did they work very sensibly in small groups, but the quality of their answers showed they had also developed a basic understanding of how societies function and the role of leaders.

137. In a thought-provoking lesson in Year 6, the pupils considered ideas about the nature of God, posed thoughtful questions and expressed their opinions in a mature manner. They discussed quietly in pairs the opening question; 'What do you think about when you hear the word God'? This followed on very well from the previous term's work on the nature of soul. Pupils wrote their thoughts to questions such as, 'If God is everything did he need someone else to make him?', discussing when necessary and understanding that they must give a reason too.
138. The teaching of religious education is good throughout the school, with specialist teaching in Years 3 to 6. Both teaching and planning of the curriculum have improved since the previous inspection. Teachers' subject knowledge and planning is good. Teachers use questioning effectively to provide opportunities for pupils to develop their speaking skills and to assess their understanding. Pupils respond very well in lessons and the samples of work of the older pupils show a sound use of literacy skills, although there was no evidence of the use of ICT. The daily acts of collective worship, which are planned thematically, make a good contribution to pupils' religious education. The co-ordinator has a good understanding of the subject's current strengths and works hard to promote them, ensuring continuity and progression through specialist teaching. Assessment against the level descriptors in the locally agreed syllabus is used well.