

INSPECTION REPORT

**STAPLEGROVE CHURCH OF ENGLAND
PRIMARY SCHOOL**

Taunton

LEA area: Somerset

Unique reference number: 123801

Headteacher: Mr D C Frowde

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 30 June – 3 July 2003

Inspection number: 248509

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing body
Name of chair of governors:	Mrs K Sladden
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Mrs L Brackstone	Registered inspector	Foundation Stage Special education needs English Geography History	What sort of school is it? What should the school do to improve further? How well are pupils taught? How high are standards? a) the school's results and pupils' achievements How well is the school led and managed?
9644	Mr M Whitaker	Lay inspector	Educational inclusion	How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
23917	Mr T Clarke	Team inspector	Science Information and communication technology Music Physical education Religious education	
27219	Mrs G Evans	Team inspector	Mathematics Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Staplegrave is a small primary school that caters for children aged four to 11 years. It was built in 1985 to serve a mixed area of private and council housing. However, 34 per cent of the pupils currently in school come from Norton Fitzwarren, which is a disadvantaged area. Nearly all pupils are of white UK heritage and no pupils use English as an additional language. The school was built for 120 pupils but has 189 on roll accommodated in single year group classes. There are similar numbers of boys and girls. There are four classes in the main building and three are housed in temporary buildings outside. The proportion of pupils who claim free school meals is five per cent and this is below the national average. However, Somerset does not provide hot school meals and not all families eligible take up the offer of packed lunches. Consequently, this does not truly reflect the true socio-economic status of the pupils, which has been changing over the past few years. The proportion of pupils identified as having special educational needs, including statements, is seven per cent and this is below average. Out of the 34 per cent of pupils who come out of the catchment area 42 per cent of these have special educational needs and a significant number of these pupils have been identified as causing concern. The percentage of pupils with Statements of Special Educational Need is two per cent and this is above the national average. Children start school at the beginning of the academic year in which they will be five with average standards of attainment in all areas of learning. Most of them have attended the playgroup, which is sited on school grounds. At the time of the inspection both the headteacher and his deputy had been in post for about a year.

HOW GOOD THE SCHOOL IS

The new headteacher has very successfully motivated all staff and pupils to ensure that they care for each other, are encouraged to achieve as well as they can. As a result, Staplegrave is developing into a successful school. Teamwork is a strong feature and relationships between staff and pupils are excellent. Pupils are extremely well behaved and respond very well to the good quality of teaching. Despite a significant proportion of pupils having special educational needs, current attainment by the end of Year 6 is as expected in all subjects, except for science, which is above average. The school provides good value for money.

What the school does well

- Standards in speaking and listening are good throughout the school and by Year 6 standards in science are above average.
- Pupils' behaviour is outstanding and they show very positive attitudes towards learning. Relationships within school are excellent.
- The new headteacher has a very clear vision for the future and is very well supported by his deputy.
- Provision for pupils with special educational needs is of a very high quality.
- Provision for spiritual development is good and for moral and social development it is very good.
- The quality of teaching and learning is good.
- The quality and range of the curriculum is good.
- Personal and academic progress is checked carefully and pupils are supported well in all aspects of school life.

What could be improved

- Curriculum leadership and management.
- The use of the information gained through the good assessment procedures to plot and track the progress of individual pupils.
- The attainment of more capable pupils.

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 and has made satisfactory progress since then. Standards in information and communication technology and design and technology have improved at the end of Year 6 and are now as expected. Since the new headteacher has been appointed, nationally recommended schemes of work have been adopted and this has improved curriculum planning. Assessment procedures have been introduced but are as yet to be fully used to inform planning. Monitoring of literacy and numeracy has taken place during the past academic year but is yet to be developed in all other subject areas. The role of individual subject leadership and management remains a weakness. Cultural development has improved but there are still insufficient opportunities for the pupils to learn about different cultures. Pupil reports remain an area identified as requiring improvement. Until the appointment of the new headteacher, governors were heavily involved in conjunction with the local education authority in securing the future success of the school. Consequently, this deflected their role to ensure that the key issues were systematically dealt with. However, since the last inspection provision for moral and social development has improved and the care provided for pupils is now good. Pupil behaviour was considered good at the last inspection but is now excellent. Attitudes, previously judged to be good, are now very good and this represents significant improvement. The leadership of the headteacher has improved and is now very good. Partnership with parents has also made good progress and is considered good.

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	B	A	D	D
Mathematics	D	B	D	D
Science	E	B	E	E

Key

well above average A
 above average B
 average C
 below average D
 well below average E
 very low E*

The above table indicates that standards in the National Curriculum tests of 2002 dropped significantly from 2001. This is because the Year 6 cohort in 2001 were a particularly able group of pupils compared to those in 2002 who were less capable and included a significant number of pupils with special educational needs. Current Year 6 standards are above average in science and this indicates very good improvement from last year's results. This is as a consequence of improved teaching and greater emphasis given to scientific enquiry. Current standards in English and mathematics are average and have improved since last

year. This is despite significant mobility and a considerable proportion of pupils with special educational needs and is as a result of very effective teaching which is planned to meet the needs of all pupils. Current standards in Year 2 are average in English, mathematics and science. In the Year 2 teacher assessed science tests in the same year results were very high. In the Year 2 teacher assessed science tests in the same year results were very high. This very slight decline indicates that this cohort of pupils have a significant number of pupils with special educational needs. Literacy and numeracy standards are average throughout the school. Overall, children start school with average skills. However, there are a significant number of pupils who join the school who have special educational needs. Children make good progress during their time in the reception class and meet the recommended areas of learning by Year 1. Pupils' continue to make good progress in Years 1 to 6. Throughout the school, standards in speaking and listening are good. Literacy and numeracy standards are average throughout the school. Pupils with special educational needs make good progress because they are provided with very good support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils really enjoy going to school and have very positive attitudes towards everyone in school. They are very keen and well motivated.
Behaviour, in and out of classrooms	Excellent. Behaviour is outstanding in lessons and around the school during break times. Pupils are extremely courteous to visitors and no anti-social behaviour was observed during the inspection.
Personal development and relationships	Very good. Relationships are outstanding. They demonstrate very good levels of responsibility and they carry out school duties well. However, there is less evidence of pupils showing initiative in the management of their own learning.
Attendance	Good. Pupils attend school regularly and lateness is never a problem.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good. Teachers generally have good subject knowledge; the basic skills of literacy and numeracy are taught consistently well. This ensures that pupils acquire knowledge and skills progressively throughout the school. Teachers' lesson planning is of good quality. Learning intentions are clearly identified and shared with pupils and this means that they understand what they are learning. Generally, a wide range of teaching methods are deployed which maintain the pace of learning, interest and concentration. Overall, pupil management is good and this enables the pupils to concentrate on their learning. Support assistants are deployed very well to help all pupils, particularly those with special educational needs. Both learning-support assistants and

teachers praise the pupils effectively and the marking of work is of appropriate quality. However, there are some unsatisfactory elements in one specific class where the pace is insufficiently rigorous, the objective of the lesson is unclear and the teaching is uninspiring.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Strategies for teaching literacy and numeracy are effective and personal, social and health education is well planned. All pupils are fully included in all activities. The community contributes well to learning and there are good links with partner institutions. Provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Very good. Pupils are quickly identified and individual education plans are written to support their development. The targets set are regularly reviewed, outside agencies consulted when necessary.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. Provision for moral development is very good; there is a clear moral code that is used as a basis for consistent behaviour management. Provision for social development is of high quality and the school very successfully promotes a sense of community where all pupils are fully included in the life of the school. Provision for spiritual development is good. Pupils are encouraged to explore different beliefs. The school promotes the pupils own cultural heritage well but there is insufficient provision for multi-cultural awareness.
How well the school cares for its pupils	Good. The school takes good care of its pupils. It carefully checks personal and academic progress and supports the pupils well in all aspects of school life. However, end of year reports do not indicate levels or objectives achieved on them. The school places a high emphasis on maintaining links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The new headteacher and his deputy lead and manage very well through setting high quality examples and by providing a challenging pace for the staff. They are successful motivators and have ensured that there is a shared vision for the future of the school. However, the role of curriculum leaders and managers is underdeveloped.
How well the governors fulfil their responsibilities	Good. Governors share a mutual desire to see the school succeed and have been instrumental in establishing the new leadership team. A rigorous committee structure has been organised which ensures that they are able to debate school issues with honesty and openness.

The school's evaluation of its performance	Good. The school is developing good strategies for self-evaluating its performance. Staff and governors work closely with the local education adviser to monitor teaching standards and results achieved through national testing and school-based assessments.
The strategic use of resources	Good. The headteacher works closely with the governors and the school finance officer to ensure that funds are prioritised. Very good use is made of classroom assistants, particularly to support those pupils with special educational needs. Accommodation is satisfactory and learning resources adequate. The school has a good understanding of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard. • Their children like school. • They would feel comfortable approaching the school with a problem. • Their children make good progress. • Behaviour in school is good. • The teaching is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • More information on how their children are getting on. • A wider range of extra-curricular activities. • The right amount of homework. • Closer working relationships with school.

The inspection team endorses all the positive comments made by parents. They also agree that more information could be provided on children's progress through more detailed reports and an additional parents evening. However, they are unable to agree with the other negative comments made. Extra-curricular provision is good and the school promotes good working relationships with the parents. The amount of homework given follows national guidelines. At the meeting with the registered inspector prior to the inspection some concern was raised about using sheds to store coats and lunch-boxes. Inspectors are unable to agree with this concern and found these sheds to be well organised and safe. Some concerns about bullying were also highlighted but could not be endorsed by the team of inspectors. A small number of parents were critical of teaching in Years 3 and 5 but inspectors found the pupils in these classes to be receiving a good quality education. In fact, no weaknesses were noted in these classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school with average skills in all areas of learning. They make good progress during their time in reception and, by the time that they are ready to start Year 1 of the National Curriculum, they have attained the expected levels in all areas of learning except personal, social and emotional development and knowledge and understanding of the world which exceed expectations. This is because the quality of teaching and learning in the Foundation Stage is very good and curricular provision is very rich. The good achievements made in the Foundation Stage have been maintained since the last inspection.
2. Both boys and girls continue to make good progress in Years 1 and 2. This is an improvement since the last inspection when progress was not consistent in all subjects. Over the past three years the performance of pupils at the end of Year 2 has exceeded the national average in reading, writing and mathematics. This is a good feature of the school's results. In the 2002 standardised tests pupils at the end of Year 2 attained above well above average results in mathematics and average results in reading and writing. In comparison to similar schools standards were very high in mathematics, average in writing but below average in reading. There is no national test for science at the end of Year 2 but in teacher assessments standards were very high. No differences were noted between the attainment of boys and girls at the end of Year 2. Inspection evidence indicates that current Year 2 standards in speaking and listening are above average, and average in reading, writing, mathematics and science. The significant number of pupils with special educational needs who are currently in this Year 2 cohort explains the reason for this overall decline in standards. Pupils achieve well in Years 1 and 2 because the quality of teaching and learning is good. Pupils with special educational needs are supported well and this ensures that their achievement is good in relation to prior attainment. Standards in speaking and listening have been maintained at a good level since the last inspection.
3. Over the past three years the performance of pupils at the end of Year 6 in English have exceeded the national average. Pupils' performance in mathematics and science has fallen below the national average. In the 2002 national tests at the end of Year 6 the performance of pupils in English, mathematics and science fell below the national average. In comparison to similar schools standards in English and mathematics were below average and well below in science. Inspection findings indicate that standards in science in the current Year 6 have made a tremendous improvement and are now above average. This is as a result of the introduction of a new science scheme of work that has enabled pupils to be taught skills consistently. Standards in speaking and listening are above average and average in reading, writing and mathematics. This represents good improvement since last year despite the high proportion of pupils with special educational needs in this particular Year 6 cohort and is a result of improved teaching and more focused learning.
4. The school has recognised the need to track pupils' achievement through the school but has not yet gained sufficient information to influence results and improve pupil performance. It is evident that pupils are making good progress in relation to their prior attainment on entry into school. However, it is also evident from an examination of work that a greater number of pupils could achieve the higher levels in the

standardised tests. However although standards in Year 6 at the time of the last inspection were above average in English, these results reflect a change in the nature of the population of pupils rather than any relationship to the quality of teaching and learning in the school.

5. Standards in art and design, geography, music and physical education are as expected at the end of Years 2 and 6 and this is similar to the findings of the last inspection. Standards in history were considered above the expected level at the last inspection but the slight decline is as a result of the school's greater focus on literacy and numeracy. Standards in design and technology and information and communication technology were considered to be below the nationally recommended levels. However, since the last inspection good improvements have been made in both subjects and standards are now as expected at the end of Years 2 and 6. This has been successfully achieved through the installation of a dedicated suite, extensive staff training in these subjects and the adoption of whole school schemes of work. Standards in religious education in both Years 2 and 6 meet the expected levels of the locally agreed syllabus.
6. Pupils' skills in literacy and numeracy are of a satisfactory standard but these skills are not yet used sufficiently to promote standards in other subject areas across the curriculum, such as in geography, science and information and communication technology lessons.
7. Pupils with special educational needs make good progress in relation to their specific attainment on entry into school. This is because their needs are quickly identified and are swiftly met through high quality planning and effective support by teachers and learning support assistants.
8. Pupils make good progress throughout the school because of the good teaching and the dedication of all staff. The school sets realistic targets that fully include and challenge all pupils. All pupils achieve well in relation to the targets set for them. Overall, the school adds good value to its pupils' education.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are very good, which represents an improvement upon the good attitudes reported at the previous inspection. Children in the reception class bounce into school, eager to start the day. They are content to be left by parents and secure in the class's well-established routines. They respond well to staff's clear understanding of the needs of their age group. Older pupils demonstrate keenness and enthusiasm in lessons. They listen well, concentrate and respond well to challenge, as was seen in a Year 5 numeracy lesson, in which there was keen competition to see who could complete the set task and get to the extension activity first. Pupils respond well to high expectations, challenging tasks and teachers' secure, confident and consistent pupil management. In the majority of lessons, there is a buzz of interested activity and a purposeful work ethic.
10. Behaviour is excellent, a considerable improvement on the good standards noted at the last inspection. Behaviour expectations are clear and well understood. Pupils are polite, open and friendly towards visitors. They comply readily with basic routines, such as lining up to come in from play. In assemblies they are appropriately attentive and respectful. Lunch is orderly and well mannered and play is lively but considerate. No instances of unpleasantness or harassment towards any pupils were seen. The

school is an inclusive community; all pupils are fully involved in all activities regardless of ability.

11. Personal development is very good, an improvement upon that seen at the time of the previous inspection. Older pupils in Years 5 and 6 are sensible and mature, and carry out allotted tasks well. For example, two Year 6 girls were seen minding the school office during the lunch break. They answered the phone and dealt with visitors with a pleasant competence. All pupils have classroom duties that they carry out competently and without fuss. Year 6 pupils have the opportunity to apply for posts as prefects, for which they are interviewed. However, there is less evidence of pupils showing initiative in the management of their own learning. Pupils respond well to the school's very good moral development. For instance, in a Year 4 personal social and health education (PSHE) lesson, pupils discussed the implications of a story about Lennie the Jewish evacuee with sensitivity and understanding.
12. Relationships are excellent. The school provides children with a very good role model of co-operative working. Teachers and learning-support assistants have excellent relationships with their pupils; all contributions are valued, thus giving less confident pupils the encouragement to *'have a go'*. Pupils themselves co-operate well in lessons, and support each other well. The support given to those pupils with disabilities is particularly impressive.
13. Attendance is good, as was the case at the time of the last inspection. The levels of both authorised and unauthorised absence are below the national averages for primary schools.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The overall quality of teaching and learning is good in the Foundation Stage and in Years 1 to 6. No overall judgement on the quality of teaching was made at the last inspection so it is impossible to make a comparison. It is clear that the good teaching overall is having a positive impact on achievement.
15. Teachers have a good knowledge and understanding of the age groups and subjects they teach. For example, the teaching observed in the reception class indicates a good understanding of the needs of these young children. This is exemplified by the interactive manner in which they are taught, where all children are fully included in the stimulating activities. For example, a learning support assistant used puppets to act out the story of *'Mr Gumpy's Outing'* and this really interested the children. In Years 1 to 6, teachers' good subject knowledge is generally evident through a confident approach, the interesting choice and use of resources, and high quality questioning. This was observed in a very good literacy lesson in Year 2, when the teacher continually challenged the pupils through discussion, questioning and reviewing. In a good science lesson in Year 5 the teacher successfully asked the pupils to recap on the previous lesson to remind them of how plants grow. This was used very effectively to reinforce the pupils' learning. It was handled very well with a series of questions and good quality discussion where the correct scientific terminology was used.
16. The basic skills of literacy and numeracy are taught well in all classes, which enables the pupils to acquire the appropriate knowledge and skills. For example, in a good mathematics lesson in a Year 3 class the teacher stimulated the pupils with a skilful warm-up session that involved the use of counting in twos and threes. This ensured that all pupils were thoroughly focused on the lesson. The teacher successfully

maintained their interest in this well planned lesson because relationships were positive, pupil management was good and effective use was made of mathematical language such as '*division and remainders*'. Literacy lessons are characterised by clear explanations, good classroom organisation and effective use of time at the end of the sessions to evaluate what the pupils have learnt. For example, in a very good literacy lesson in Year 6 the pupils made high quality gains in their learning because the pace of the lesson was fast, activities met the needs of all the pupils and their work was shared effectively with the class at the end of the session.

17. Teacher confidence in information and communication technology is developing well and this ensures that skills are taught appropriately. This was illustrated in a Year 1 session, which was led by a well-prepared teacher who ensured that the pupils acquired the skills to use a programmable toy.
18. Throughout the school, teachers have high expectations and all staff are committed to raising standards of attainment. This is evident through the good progress that is made by all groups of pupils, including those with special educational needs. Verbal feedback is very effectively used to promote learning. The quality of marking is satisfactory overall with some good features in English. Individual targets are set, although pupils are not made aware of their own levels of learning, so that they do not know what they need to learn next. The nationally agreed guidelines for homework have been adopted by the school and are used to promote learning in English and mathematics. As a result, the inspection team feel that the parents' negative views on homework received before the inspection are not justified.
19. Very good use is made of support assistants, who very effectively help pupils in their learning. In all classes, groups work with these assistants to ensure that the pace of learning is maintained and the pupils are fully included in the lesson. For example, two learning support assistants in Year 2 helped pupils to understand the difference between human and physical features at the seaside. This enables the pupils to develop their geographical terminology but also promoted their literacy skills. Resources are used well to support learning and good use is made of time to maintain the pupils' interest and concentration.
20. Pupils are generally managed well and appropriate methods are used to promote good procedures for discipline. The pupils are provided with clear guidance to ensure that they learn how to behave in class. All pupils are encouraged to participate in their own learning through discussions in pairs and groups, thus promoting independent learning.
21. The quality of lesson planning is of a high standard throughout the school. Learning intentions are very clearly defined, the differing group work is outlined and planned opportunities for assessment are clearly identified. This ensures that both the Foundation Stage and the National Curriculum are carefully focused to enable the relevant teaching to take place, which fully includes all pupils.
22. Teachers and specialist staff work closely to plan the work for pupils with specific learning difficulties. They take account of their special needs and the targets in their individual learning plans. Work is adapted continuously to meet their individual needs and all adults involved ensure that pupils are fully included and are able to follow the content of lessons. They provide skilled and sensitive support by recording key vocabulary and information, reinforcing new ideas and checking for understanding. Specific resources have been sought to aid pupils in their learning such as sloping surfaces to work on and specialist equipment for sitting. This helps the pupils to

develop the necessary skills to access the curriculum and become independent learners.

23. During the inspection some unsatisfactory elements of teaching were observed on several occasions in one specific class. Lessons did not move at a suitable pace and teaching was not sufficiently focused enough. The use of the teacher's voice was uninspiring and did not motivate the class. It was only because the pupils were so well behaved that disruption did not ensue. Pupils were not challenged when they failed to listen to lesson introductions and pupils with learning difficulties were seen too frequently given to volunteer helpers or learning support to deal with.

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

24. The quality and range of the learning opportunities offered to all pupils are good. The curriculum is good for children in the reception class and fully reflects the recommended Foundation Stage programme for this age group. From Year 1 all pupils have full access to the National Curriculum and religious education and statutory requirements are fully met. The school provides a good range of extra curricular activities. It is socially inclusive, and all pupils, including those with special educational needs are fully involved in all activities. The National Numeracy and Literacy Strategies are well established.
25. The previous report identified curriculum planning in Key Stage 2 as an area for improvement. The school has introduced national guidelines for all subjects and this ensures systematic progression of skills so that the quality and effectiveness of teachers' planning is now good. Curriculum co-ordinators have been appointed but are not yet involved in the monitoring of teaching and learning. Links to other subjects ensure that pupils have opportunities to learn different skills in the same lesson. For example, in a Year 6 history lesson about embalming linked to learning about Egyptians, pupils were encouraged to use their mathematical skills to estimate the time taken for the process. The requirements of the Programmes of Study for information and communication technology are fully met. The school has improved provision since the last inspection with the installation of eight computers in a small computer suite. All classes use this effectively and pupils also have access to a computer based in the classroom. The school has recently started to identify gifted and talented pupils, but recognises that provision is an area for development, and there were no specific plans or schemes of work in place at the time of the inspection.
26. Provision for pupils with special educational needs is very good. The school is committed to the full inclusion of all pupils and learning support assistants provide very good support. This help mainly happens in the classroom so that the pupils can participate fully in the lesson. At times some pupils are withdrawn at an appropriate time for specific programmes. This very good provision has been maintained since the last inspection.
27. Good provision is made for extra curricular activities, which are provided mainly for older pupils and are led by members of the local community. The range includes sport, drama, music and dance. The school's links with the community are good and help to enrich the provision. Pupils take part in events in the local area such as visits by the choir to local residential homes to share highlights from the Christmas production. Older pupils plan and host annual visits by the local Evergreen Club providing refreshments and entertainment. The school is currently developing closer

links with the local church and the curate is a regular visitor in both assemblies and classroom sessions. Visitors to the school include theatre groups but at the time of the inspection there was little evidence of visits from artists or musicians. Pupils have had few opportunities to visit art galleries or museums. There are good links with the playgroup, which is adjacent to the school, as well as effective liaison with other playgroups in the area. The school is working closely with the local secondary school to improve links and ensure, through regular contact between staff members, that expectations of teachers are the same. Teachers from the secondary school work with pupils in Year 6 and also provide a valuable two-day introductory experience for pupils. Pupils in Year 6 have a residential week and Years 3 and 4 enjoy an activity day at the same venue. The school has introduced a programme to support the teaching of personal, social and health education to include a programme for sex education and drug awareness.

28. Pupils' spiritual, moral, and social awareness is promoted well and has improved since the last inspection. However, the school does not provide sufficient opportunities for multicultural awareness. This was also the finding of the last inspection.
29. Provision for pupils' spiritual development is good and has been maintained since the last inspection. In lessons, time is provided to reflect on tasks and there are examples of pupils exploring their feelings. For example, in a Year 2 class pupils thought about what it felt like to be frightened, excited and worried. In a Year 5 class pupils responded to mood music of contrasting composers by using colour in their artwork to match the qualities in the music. The school uses events in the news such as the Iraqi war, earthquakes and the recent death of the Queen Mother to encourage pupils to empathise and understand emotions. In a Year 6 lesson, led by the curate from the local church, pupils considered the impact of death on themselves and their families. The school celebrates special moments or days and values achievements. Spiritual and moral development are promoted well in school assemblies making them stimulating and having a positive impact on pupils' personal development.
30. Provision for pupils' moral development is very good and has improved significantly since the last inspection. Staff provide very good role models, demonstrating consideration and respect for others. There is a strong sense of pride and self-discipline, which is seen in the high standards of behaviour in and around the school. Pupils are very courteous and polite to visitors and they are well aware of the difference between right and wrong. They are confident to express their personal values. This was clearly evident in a Year 4 lesson when pupils discussed how everyone was different. The school has successfully promoted the need to respect others' feelings and treat everyone on equal terms. Regular fund-raising activities are made for charities both abroad and in the local area. The school provides opportunities for pupils in Year 6 to develop initiative and responsibility, such as when carrying out office duties at lunchtimes. Pupils carry out tasks, such as tidying away as part of class routine.
31. Provision for pupils' social development is very good and has improved since the last inspection. Relationships between staff and pupils are good-humoured and pupils work very well together in pairs and small groups. Out of school clubs, such as dance aerobics are open to both boys and girls and sports clubs give opportunities for pupils to work together as a team. Residential and day visits provide further opportunities for working together and the circle time (when pupils sit together in a circle and discuss various issues) sessions are being used well to share ideas and

achievements, promoting speaking and listening. The school has promoted a 'circle of friends' scheme to ensure that all pupils feel part of the school community.

32. Satisfactory provision is made for pupils' cultural development and this is an improvement on the findings of the last inspection. The developing links with the local church and the community ensure that pupils are becoming more aware of the impact of their own culture on their lives. Visits and visitors help to promote pupils' awareness especially as part of their work in history and geography linked to projects, such as the Victorians and World War II. However, the school does not provide sufficient opportunity for pupils to raise their cultural awareness through drama, museum or gallery visits or working with artists and musicians. Resources related to other cultures and religions have been updated, but at the time of the inspection pupils had not had the opportunity to experience first hand how beliefs and customs impact on people's lives.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Procedures for child protection and ensuring pupils' welfare are good - an improvement on the previous inspection in which they were judged to be satisfactory. The headteacher is the designated person for child protection; as a recent appointment, he is still awaiting the necessary update in training. The school has a child protection policy and all staff are aware of the action to be taken in cases of concern. All volunteers working in school have undergone the necessary clearance. Internet access is both supervised and screened to ensure pupils do not stray into unsuitable sites. All necessary health and safety procedures are in place. Members of the governing body inspect the premises regularly and there are procedures for staff to report health and safety issues. Concerns are dealt with and, where necessary, the headteacher and governors will seek appropriate outside advice. Arrangements for children with medical needs and the administration of first aid are all in place, as are contracts for safety inspections of fire equipment and electrical apparatus. In keeping with its caring ethos, the school attends well to children's welfare. Sun-hats are encouraged on hot summer days and healthy snacks are promoted rather than crisps and fizzy drinks.
34. There are satisfactory procedures for monitoring and promoting good attendance. Registration is carried out properly and registers are correctly maintained. An educational social worker visits regularly to monitor attendance. Parents co-operate well with the school and, consequently, issues of lateness or unexplained absence rarely arise. Some families do take holidays in term-time but not in such numbers as to present the school with a problem.
35. Procedures for monitoring and promoting good behaviour are very good. Staff expect high standards of behaviour and those expectations are very largely supported and reinforced by parents. All pupils know what their class rules are and all know what the school's discipline procedures are. The orderly atmosphere in school is a result of clear expectations, skilful pupil management and an ethos that promotes self-esteem. Staff are consistent in their approach to sanctions and rewards; these often take the form of team or house points, thus promoting a sense of mutual responsibility. The school has a procedure for recording poor behaviour, bullying and harassment. The headteacher personally deals with bullying, seeing both parties involved and, where appropriate, the parents. The majority of parents agree that any instances of bullying are promptly and effectively handled. There have been no instances of a racial nature - the school has very successfully created an atmosphere in which pupils of all abilities and backgrounds feel included.

36. Pupils' personal development is well supported. Much support is informal and unrecorded, resulting chiefly from the excellent relationships between staff and pupils. Learning support assistants make a significant contribution in this regard. The school is small enough for all children to be well known to all adults and teachers are well aware of pupils' social and family backgrounds. Every child has at least one adult in school in which to turn in case of need.

37. The school's procedures for monitoring and assessing pupils' academic progress in English, mathematics and science are comprehensive and good. The school carefully tracks pupils' progress in these subjects through the results of national tests, optional tests and other commercial schemes. Identified pupils receive additional support through literacy and numeracy support programmes. Older pupils join booster groups to help them achieve better end of Year 6 test results. The assessment procedures in other subjects are not as well developed. However, they are reasonably informative and regularly updated through the annual report to parents. The school has identified the need to develop assessment in all subjects in its long-term development plan. The deputy headteacher is currently acting as assessment co-ordinator, and is central to the implementation of a computer program as a means of tracking pupil progress.
38. However, whilst there is some evidence of the analysis of national and optional test results being used to track the progress of pupils, closer analysis of what pupils can and cannot do is not undertaken. Consequently the school has not identified which areas of the curriculum should be focussed on to raise individual and group standards overall.
39. The school is computerising all records so that ready access to information can be gained quickly and the progress of individual pupils can be tracked more easily. Teachers maintain a wide range of information about pupils' attainment in their record books and consequently have a clear picture of individual achievement, which they use to plan future work. In English, pupils have specific targets and they are encouraged to refer to these when completing work. Teachers use the achievement of particular targets as indicators of pupils' progress in relation to national targets. Similarly targets for pupils with special educational needs are used well by teachers and teaching assistants to ensure appropriately challenging work is set. Teachers' planning has improved since the last inspection and on-going assessment in class is now good. Teachers give frequent verbal guidance and support, and praise is used well to encourage pupils to try even harder. There are examples of good, detailed, helpful marking, particularly towards the end of Years 3 to 6. However, analysis shows that there are some instances where the opportunities to guide and extend pupils' learning are missed.
40. The school is effective in identifying children with learning difficulties soon after entry into the reception class and this has a positive impact on the progress they make. The school uses its assessment procedures well to identify pupils who need additional support and to ensure their needs are met. Teachers review pupils' targets, which are of good quality, on their individual education plans each term and wherever possible the parents are involved. The special needs co-ordinator receives information about any child new to the school and is able to identify any concerns. These are shared with the pupil's teacher and the necessary support given to ensure that the pupils are given good care. The school firmly believes in early intervention, which has a very positive impact on the very good progress the pupils make. The school has developed very good links with other agencies to ensure that pupils receive as much support as possible. The special needs co-ordinator meets with the educational psychologist and representatives from the learning support service and the behavioural support team to discuss the needs of individual pupils and to seek advice on how best their needs can be met within the school. The staff know each of the pupils very well and the school is successful in caring for pupils who are known to need particular attention and for whom the school needs to be particularly vigilant. This is endorsed by the school's full commitment to inclusion. Provision for pupils who have statements is very good and the school ensures that all other agencies, as

outlined in their statements, are fully involved. Annual reviews of the statements are completed appropriately and all agencies involved with the pupils either attend the review or submit reports.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school is forging good, effective links with parents. This represents an improvement upon the sound situation noted in the last inspection report. A parent-friendly atmosphere has been created, especially in reception, where information for parents is displayed on a board outside the classroom. In reception and in Years 1 and 2 parents are invited to share books with their children for the last 20 minutes of each Wednesday; a number take advantage of the offer. Parents are welcome to attend special assemblies and school events, such as Christmas drama productions and church services. Induction arrangements for each new intake are good - parents are invited to a meeting and children visit the school. The start in the new academic year is phased. Some parents who attended the pre-inspection meeting said that they would appreciate more consultation; it is understood that the new headteacher and governing body are considering their wishes.
42. Information for parents is satisfactory. The school issues regular newsletters, written in jargon-free, parent-friendly language. Whilst parents appreciate these, some have complained about short notice of school events. Both prospectus and governors' annual report are comprehensive and informative. At present, parents have two formal consultation meetings with teachers - early in the new academic year and after the issue of children's reports towards the end of the summer term. Some parents have expressed a wish for an opportunity to discuss progress during the year. The headteacher and governors are planning a revised approach to parents' meetings, including termly consultations and termly open events, at which parents may examine children's work. Parents agree that informal access to staff is readily available. Pupils' annual reports are satisfactory and meet statutory requirements. However, comments on the child's attainment and progress tend to list what they have covered in class rather than providing the parents with evaluative comments. Reports on children in the Foundation Stage closely follow the early learning goals. Parents of pupils with special educational needs are fully involved in the reviews of their children's individual education plans. The targets, on the individual education plans, are discussed and reviewed during parent consultation evenings. They are also invited to attend or contribute to the annual reviews for pupils with statements of special educational needs.
43. Parents make a good contribution to children's learning. A number of parents volunteer to work in school and others help by providing additional supervision on school trips. A major contribution to pupils' learning is parental support for the school's ethos and values. Homework, especially home reading is well supported, particularly in the earlier years. All pupils have a home-school contact book, in which the child's reading is recorded, and many parents use these books as a vehicle for home-school dialogue. Parental support for home reading is said by staff to be very good. There is a lively parent-teacher association that acts as both a fund-raising organisation and a social bridge between home and school. Pupils benefit in two ways; they are involved in running some of the fund-raising events, thus helping their personal development and the funds raised are spent on items, such as the creation of the new computer suite, which directly benefits their learning.
44. The school is well regarded by the majority of parents. In particular, they appreciate its family atmosphere and its caring ethos. They feel that staff are always available to

talk to them and their comments are always welcome. Parents are particularly pleased with the recent improvements in the premises, which have included redecoration, the creation of a computer suite and high quality displays. In the pre-inspection questionnaire from parents, there were three areas of concern; about one-third of respondents were unable to agree that they were well informed about their child's progress and did not consider that the school provided an interesting range of out-of-school activities. About one-quarter were unhappy with the amount of homework set. The inspection has concluded that the range of extra-curricular activities (including a residential visit for children in Year 6) is good. It is usual for the majority of activities in a primary school to be directed towards children from Year 3 upwards. The school's use of homework is satisfactory. Information about children's progress is regarded as satisfactory, but, as has been noted above, the school's approach to parental consultation is currently under review. The inspection team wholeheartedly endorses parents' positive views of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The new headteacher has a very secure vision for the future of the school that is communicated and shared with all his staff. He leads by example and has quickly recognised the specific strengths of personnel in school. He is committed to building a high-performing team and is very well supported by his new deputy head who works closely with him. This is a good improvement since the last inspection. Together they provide pace and challenge and are successfully influencing staff and sharing best practice. The head fully recognises the importance of communication in management. For example, he consults staff when analysing strengths and weaknesses of the school prior to planning school improvement. The headteacher and his deputy have started to monitor and analyse school data and are gaining an understanding of the importance of this for planning future improvements. The day-to-day management of the classes have been delegated to two phase-related co-ordinators. For example, one manages the Foundation Stage and Key Stage 1 (Reception and Years 1 and 2) whilst the other oversees Key Stage 2 (Years 3 to 6). However, curriculum leaders do not have sufficient opportunities to develop their subjects. They do not manage budget allocations and have not had the opportunity to work alongside other subject leaders from local schools. This has remained a weakness since the last inspection.
46. The school aims to create an exciting environment, where pupils share and care for each other, develop a love for learning and enjoy the wonders of the world. These aims are very well met. School improvement is managed through the development plan that has appropriately targeted areas for the future. This plan has been agreed by staff and governors and fully reflects the aims and values of the school, enabling all involved in the school to have a clear view of what needs to be done. Staff training is linked to these targets. All those involved in the day-to-day running of the school have a shared commitment to improve and there is a good capacity to succeed.
47. Provision for special educational needs is co-ordinated well by the deputy headteacher. Over the past year she has been released from her classroom duties once a week to oversee provision. Her ability to gain a whole-school overview of the pupils with special educational needs is a real strength, and this has been extended to two days at the start of the next academic year when she will share a class with another teacher on a permanent basis. She organises the paperwork well and ensures that the requirements of the Code of Practice are fully met. The co-ordinator effectively monitors the targets on the individual education plans and the overall provision for pupils with special educational needs. She oversees the deployment of

the very effective learning support assistants who provide very high quality help to these pupils. The co-ordinator is aware that the policy for special educational needs requires updating and this is a clear focus in her action plan. The governor for special educational needs is well informed about the day-to-day provision and maintains good communication links with the co-ordinator.

48. Since the last inspection governors have worked very hard to ensure a secure and successful future for the school. They have now achieved a relationship with the senior leadership team that is very positive and open with a shared desire to see the school succeed. The governing body meets regularly with the headteacher and his deputy through committees and full governors' meetings. Governors have been appointed to work with the teachers who are responsible for literacy, numeracy and special educational needs. Good links have also been made with classes. The governing body is suitably involved in the development of the school improvement plan and satisfactorily meets the requirements involved with the performance review of the headteacher. This is a good improvement since the last inspection.
49. The monitoring and evaluation of teaching and learning are satisfactory overall and has improved since the last inspection. The headteacher and the linked local education adviser have rigorously monitored the teaching and learning of literacy and numeracy. However, curriculum leaders have not had any opportunities to observe their specific subjects being taught, nor spent time discussing planning with colleagues and sampling pupils' work.
50. Financial planning is good. Funding is allocated to improve resourcing gaps within specific subjects. For example, science has had substantial funding to support the new scheme of work and this has had a good impact as reported in results. Resources are purchased through trustworthy providers and this contributes to the effective management of the school. The school makes good use of specific grants. Booster classes and additional literacy support funding is being used well. The parent-teacher association and fundraising events have enabled the successful installation of a computer suite. This has had a positive impact on standards in information and communication technology, which are now as expected at the end of Year 6. Grants are also sought with in the local network of schools to support specific projects such as raising the profile of the arts in small schools. All projects are carefully costed and best value principles used to ensure value for money. The day-to-day management of administration is very good. There are efficient administration procedures in place and effective use is made of new technology systems such as electronic links with the local education authority.
51. There is a good match of teachers and learning-support assistants to meet the needs of the curriculum. Structures are in place for the induction of newly qualified teachers appointed to the school. The school provides a very good venue for the training of new teachers. Performance management procedures have been established and targets set reflect the personal development of staff. The headteacher is aware of the need for this system to be further developed to reflect a whole school approach to raising pupil achievement.
52. Accommodation is adequate. It has been very much improved since the appointment of the new headteacher and the teaching areas are stimulating with interactive displays of very high quality. There is a spacious hall, a brightly decorated room that is used for the teaching of small focus groups and a large outdoor area. However, three of the classrooms consist of temporary huts, which are in poor condition. The new computer suite is a positive asset of the school and has been cleverly created

from the previous library. Very good use has been made of cloakroom space to create a new library and coats are now neatly and safely stored in wooden cloakrooms outside the classrooms. Learning resources are satisfactory overall. There is a good range of resources for supporting pupils with special educational needs and a good range of reading books throughout the school. However, resources for geography are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. To improve the quality of education, the governing body and staff should:

- (i) Develop curriculum leadership and management by:
 - empowering co-ordinators to inspire, motivate and influence teaching and learning through the school;
 - introducing procedures to check and evaluate all subjects across the school;
 - monitoring effectively the coverage of individual subjects.
(paragraphs 45, 71, 77, 88, 92 & 97)
- (ii) Ensure that assessment procedures are systematically developed in the foundation subjects.
(those other than English, mathematics and science)
(paragraph 37)
- (iii) Use the information gained from the assessment procedures to inform teachers' planning and improve provision for the more capable pupils.
(paragraphs 39 & 72)

In addition to the key issues above the following less important weakness should be considered for inclusion in the action plan:

- Prepare the pupils to live and work in a multi-cultural society.
(paragraph 32)
- Improve the quality of teaching in the one class where there are weaknesses. (paragraph 23)
- Improve pupil reports to ensure that they fully reflect the achievements made by the pupils. (paragraph 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	26	10	2	0	0
Percentage	2	9	61	23	5	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 one percentage point.

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)	191
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	13

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	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.0
National comparative data	5.4

School data	0.2
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	17	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	17
	Girls	11	12	12
	Total	24	27	29
Percentage of pupils at NC level 2 or above	School	83 (95)	93 (91)	100 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	12	12	12
	Total	27	29	29
Percentage of pupils at NC level 2 or above	School	93 (95)	100 (95)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	11
	Girls	10	10	10
	Total	20	22	21
Percentage of pupils at NC level 4 or above	School	71 (85)	79 (81)	75 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	9
	Girls	8	8	9
	Total	16	19	18
Percentage of pupils at NC level 4 or above	School	57 (81)	68 (88)	64 (92)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
189	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	26.7 : 1
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	186

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Financial information

Financial year	2002 - 2003
	£
Total income	468646
Total expenditure	452955
Expenditure per pupil	2296
Balance brought forward from previous year	15856
Balance carried forward to next year	-1330

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Number of questionnaires sent out	191
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	4	4	0
My child is making good progress in school.	52	34	4	5	5
Behaviour in the school is good.	39	54	3	1	3
My child gets the right amount of work to do at home.	25	49	15	10	0
The teaching is good.	49	40	4	3	3
I am kept well informed about how my child is getting on.	23	41	23	11	2
I would feel comfortable about approaching the school with questions or a problem.	58	34	3	5	0
The school expects my child to work hard and achieve his or her best.	57	37	3	3	0
The school works closely with parents.	25	53	15	4	3
The school is well led and managed.	55	31	10	1	3
The school is helping my child become mature and responsible.	38	51	5	5	1
The school provides an interesting range of activities outside lessons.	18	46	22	12	2

Other issues raised by parents

Some concern was raised about the use of outdoor sheds as cloakrooms. The inspection team carefully looked at this issue but were happy that this was not a cause for concern. In fact, the sheds appeared to be a very tidy solution that enabled the indoor accommodation to be well used for a computer suite and a library. Some parental concern was raised about the amount of time the deputy headteacher spent out of her Year 3 class and the detrimental effect this had upon her pupils, but this could not be substantiated. Concerns were also aired in relation to the quality of teaching in Year 5 and attitudes towards boys in that class. However, the inspection team found no evidence to support these claims.

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

54. Children are admitted into the reception class at the start of the academic year in which they will be five. The reception children follow the Foundation Stage curriculum¹, a step in education prior to starting Year 1 of the National Curriculum. Most have attended the pre-school on the school site. Each year there is a wide variation in the standards on entry. Inspection evidence coupled with assessments made on entry into school suggests that the children enter with average skills in all areas of development.
55. During their first term in the reception class almost all children work confidently within the second or third stage or '*stepping stone*'. By the time they are ready to start Year 1 of the National Curriculum all children have made good progress in relation to their prior attainment and most are working within the final stage or '*stepping stone*' of all areas of learning except knowledge and understanding of the world and personal, social and emotional development which they exceed.
56. Pupils make good progress because of the good teaching and learning and this has been maintained well since the last inspection. Children quickly settle into the routines of the class because very good procedures ensure that good links are firmly established with home, ensuring that they are well prepared to start school. The information collated from baseline assessments is used effectively to provide appropriate support. Children with special educational needs are identified on entry into school and effective learning programmes are immediately put in place. The learning-support assistant works very closely with the teachers providing an effective team. Work is planned with a clear focus on children's individual learning needs and a wide range of stimulating activities in all areas of learning is provided. All adults give clear instructions and encourage children to listen carefully. Good use of praise motivates the children, encourages engagement in learning and promotes self-esteem. Both indoor and outdoor areas provide a stimulating learning environment where there is a good range of learning resources available, which have a positive impact on the children's learning. The provision for children in the Foundation Stage is well co-ordinated by the reception class teacher.

Personal, social and emotional development

57. By the time that the children are ready to move onto Year 1 of the National Curriculum they have exceeded the expected stage of the Early Learning Goals in this area of learning. The children are interested and motivated in their learning. They happily talk within group and class sessions and make sensible suggestions. For instance, this was evident in a session when they were observing how salt dissolved in water. The children confidently contributed to the session with suitable comments such as how they noticed the salt sank. They sat attentively and concentrate well whilst the teacher explained how the salt had dissolved.

¹ This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or '*stepping stones*', from which both progress and standards can be measured.

58. The children form good relationships with each other and happily play together in the 'under the sea' role-play area and outdoors. They explain why they need friends; for example, they suggest reasons such as for playing, helping and sharing. One child explained that if she was sad her friend would make her happy. They have a good understanding of what is right and wrong and their behaviour is of high quality. The children are encouraged to think about each other and consider the consequence of their actions on each other. This is taught well through bible stories, such as 'Jesus helping the Blind Man'. They are encouraged to talk about other religions and are developing an understanding of tolerance and respect through discussions about other faiths, such as Hinduism. For example, they have celebrated the festival of Diwali and by making Rangoli patterns on their hands. The children dress independently for physical activities outside and in the hall. They also manage their own personal hygiene when they visit the toilet.

Communication, language and literacy

59. Children make good progress in their speaking and listening skills and reach the expected level by the time that they have completed the reception year. The quality of teaching in this area of learning is good and this impacts well on pupils' progress. They listen to stories well and join in with known words. For example, this was evident when their teacher read 'The Rainbow Fish' to them. The children were able to join in with words such as 'sparkly' and 'glittery'. Despite a small number of children experiencing speech problems most speak audibly and confidently. The attractive displays and interesting resources promote reading well. For instance, an attractive display based on the story of 'Mrs Lather's Laundry' provided the children with a stimulating learning experience where sentence patterns were repeated. It also helped the children to understand that print carries meaning. They know books are read from left to right and all children are able to use pictures to talk about a story. More capable children recognise a good number of words that appear frequently and use their knowledge of sounds to work out unknown phrases. A small number of children exceed the expected level in reading because they are given very good support at home. The children use pencils well and make variable attempts to write words and sentences. The more capable children are able to write short sentences unaided using a number of full stops and capital letters. However, less capable children still rely too heavily on adult support. Most children have developed an understanding of initial and final sounds in common words and work hard to use these skills in their writing. Regular assessments of their work are made and targets are set to help the children. This is good practice and helps the children become more aware of their learning.

Mathematical development

60. Children make good progress in this area of learning and by the start of Year 1 of the National Curriculum most have attained the final stage or 'stepping stone' in mathematical development. A small number of more capable children have exceeded the recommended level. The vast majority of children write the numbers from one to ten correctly although the less capable tend to reverse numbers such as seven. Children of average and above average ability add and subtract numbers up to ten. They use their numeracy knowledge to work out simple money problems and to identify missing numbers. Two and three-dimensional shapes are recognised and labelled. This was exemplified in a good lesson where the children were observed selecting the odd shape out of a group of cylinders, cubes and spheres. The quality of teaching in this area of learning is good. Lessons are practical and mathematical language is emphasised. For instance, the children identify long and short pieces of

ribbon and refer to containers being 'full', 'half full' or 'empty'. The quality of teaching is good in this area of learning. The reception class teacher and her very talented learning support assistant make good use of mathematical vocabulary. This has a good impact on the development specific skills. Skilled use is also made of number songs and rhymes such as 'Five Little Speckled Frogs' to reinforce learning.

Knowledge and understanding of the world

61. The final stage or '*stepping stone*' is exceeded in this area of learning because the quality of teaching is very good. The children know their own address and confidently write these on postcards, explaining what the weather is like on their holiday. The teacher has carefully planned work, based on aspects of African life around the story about '*Handa's Surprise*'. The children have confidently looked at a map of Africa and understand that this country is a hot place to live in. The difference between old and new is clearly understood. For instance, they know that washtubs were used long ago to clean clothes and are aware that they wore different shoes when they were babies. They clearly explain how they were soft and clean because they were not used for walking in.
62. They have studied the length of shadows and the more capable know that these are at their greatest at midday. The children understand that the shadows are black because the sun cannot shine through their bodies. However, only the most capable can accurately draw the position of their own shadow. They understand that ice is frozen water and know that it floats on the top of water. The children have successfully compared manufactured materials with natural fabrics and have observed seeds growing. They identify accurately parts of their own body. The children explore materials made of plastic and wood by sorting, classifying, cutting, shaping and joining. They have designed and planned little sleeping bags for their favourite toy and created these from felt and coloured thread. Information and communication skills are very good. They have looked up maps on the Internet. They have recorded their findings from surveys and created pictograms and block graphs using the computer software, and printed out the results. They competently use the mouse to create labels and use the keyboard to spell words correctly. Programs are used well to create sunsets, patterns and self-portraits.

Physical development

63. By the end of reception year, children's physical development is appropriate for their age. This is because of good teaching in this area of learning and good provision, both indoors and outside. For example, they are given opportunities for using wheeled toys. Children showed good awareness of space and control and enjoy their experiences. They also have many opportunities to climb and balance and use apparatus safely. Children move with good control and co-ordination when they play with balls and the more capable are able to confidently throw and catch with an adult. The hall is used well for learning the skills of hopping, jumping, walking and standing still. In a creative dance lesson the children used the space sensibly and skilfully moved in and around each other. Construction kits and puzzles are all used well to promote the children's finer hand skills. Most children handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately. The computer control panel is carefully moved around to create interesting pictures. Very positive responses are made to these activities and children show enjoyment and motivation.

Creative development

64. By the end of their year in reception, children are achieving the expected early learning goals. This is because the quality of teaching and learning is good. Children identify primary colours and skilfully mix paints to create skin tones and different colour shades. They carefully use small brushes to create details, such stems and petals in daffodils. The children have experimented with a range of different creative skills. For example, they have used wax crayons and then 'washed' over them to create a specific effect. They confidentially use pastels and have created Rangoli patterns when celebrating the Hindu festival of Diwali. They are given opportunities to use a range of instruments such as shaking maracas, dangling bells and tapping coconut shells. The children sing a wide range of nursery rhymes and number songs. In the collective worship with the rest of the school and visitors, children join in and absorb the enthusiasm for singing. Good opportunities for children to develop creative responses are also provided through gymnastics and dance. This was exemplified during a creative session in the hall where the children were given experiences of being 'The Rainbow Fish'. They moved satisfactorily to the music and the more capable were able to wave their arms around to recreate the movement of underwater weed.

ENGLISH

65. Overall standards in Years 2 and 6 are average. Speaking and listening skills are above average but standards at the end of Years 2 and 6 are currently average in reading and writing. When compared to the previous report, standards appear to have declined because overall standards in English were then considered above average. However, in comparison to the national test results of 2002 standards have been maintained in Year 2 and have improved in Year 6. The number of pupils with special educational needs in the current Years 2 and 6 cohorts is high, and when this is taken into consideration it is evident that all pupils make good progress in relation to their prior attainment.
66. Speaking and listening standards are above average in Years 2 and 6. Pupils make good progress because teachers use good questioning skills to ensure that all pupils are fully included in discussion sessions. Year 2 pupils listen carefully to each other and they know that they must take turns to speak. Year 1 pupils confidently discuss the difference between old and new toys. Throughout Years 1 and 2 many opportunities are provided for the pupils to speak in focused groups and whole class situations. Activities are also very well-planned to ensure that they are keen to listen and learn new skills. This had a positive impact on their speaking and listening and the development of their own self-esteem. In Years 3 to 6 this emphasis to nurture speaking and listening skills is continued. Pupils are positively encouraged to give their views orally and speaking skills are well supported by the encouragement for pupils to prepare talks. This was exemplified very well in a Year 5 personal, social, health and emotional development lesson where pupils spoke confidently about the use of legal and illegal drugs. In this session the pupils listened attentively to each other and asked pertinent questions. In a Year 6 lesson pupils explained very clearly how short sentences were used to create a dramatic effect. One more capable pupil was able to describe how good authors make you feel part of the story.
67. Standards in reading are average at the end of the current Years 2 and 6. The more capable pupils in Year 2 talk confidently about fact and storybooks. They know what an author and illustrator are and are developing an interest in reading. They sound out unfamiliar words and 'read on' in attempting to grasp the whole meaning. Most pupils use the initial letter sound to help them work out words and also look at picture clues. By Year 3, most pupils understand the terms 'fiction and non-fiction' and use their

knowledge of sounds to help them work out unknown words. By Year 4, they are able to discuss favourite books and are confidently using books to seek out information, such as for their World War II topic or using atlases to look up places in India. Pupils in Year 5 read with confidence and discuss their favourite characters. In Year 6 the more capable pupils read fluently and have a true love of literature. Average pupils discuss a range of authors such as J K Rowling, Jacqueline Wilson and Lucy Daniels but when they read they lack expression. Less capable pupils are unable to discuss the plot and the range of characters in the books that they read. Year 6 pupils use the school library to seek out information but have no knowledge of classification systems.

68. Standards in writing are average in the current Years 2 and 6 classes. The more capable pupils in Year 1 write independently accurately using full stops and capital letters. Average pupils understand the meaning of alliteration where words in a sequence begin with the same letter. For example, they write *'giraffes jump gently'*, *'lions like lemons'* and *'cats climb on cars'*. More capable and average pupils enjoy making their own little books such as *'The Bear Who Would Share'* and *'Rosie's Walk'*. They are developing a good understanding of alphabetical order and carefully sequence sentences. By the end of Year 2 more capable and average pupils have a clear understanding of the difference between story and fact books. They alter words to suit different contexts such as adding *'ly'* to *'slow'* and *'quick'*. They also know how to change tenses. Average pupils enjoy creating recipes and make good use of the *'ing'* ending to create effect in their surprise stories. The less capable pupils recognise rhyming words and have started to notice the difference between spoken and written form. Handwriting is developing steadily. In Year 1 more capable pupils still tend to muddle *'b'* and *'d'* and the less capable do not always form their letters correctly. Most pupils in Year 2 have developed appropriate writing skills but the less capable do need to be reminded to use finger-spaces.
69. In Year 3, more capable and average pupils extend sentences well. For example, they were required to complete a sentence started by their teacher who wrote about *'drawing a line'*. One pupil completed it by explaining how she *'drew a squiggly long line down the page'*. Most Year 3 pupils confidently use conjunctions such as *'although'* and *'until'* and are developing the use of commas. Less capable Year 3 pupils know that stories have a beginning, middle and end but do not consistently use capital letters and full stops. In Year 4 more capable pupils use speech excerpts to make their writing interesting. Most of this year group have a confident grasp of apostrophes and understand the difference between verbs such as *'break'* and *'sink'* into adjectives like *'breakable'* and *'sinkable'*. Year 5 pupils write descriptive book *'blurbs'* and support arguments well through written text. In Year 6 more capable pupils write stories using a series of chapters. Punctuation is accurately included and good use is made of speech to make the writing interesting. More capable and average pupils skilfully make their writing come alive when they use interesting vocabulary. For example, they refer to *'curvy paths'*, *'spider webs with a bubble of raindrops'* or *'grass glistening as if a silvery blanket'*. All Year 6 pupils enjoy creating suspense stories and this they do with developing confidence. Good use is made of information and communication technology links to help those pupils who are less capable. For example, in a good literacy lesson in Year 6 two pupils, who found writing difficult, used acetate paper, which could then be displayed with ease using an overhead projector whilst another composed his suspense story straight onto a computer.
70. The overall quality of teaching and learning is good. Lessons are well planned and the guidelines of the National Literacy Strategy are used effectively to support learning.

The basic skills of literacy are taught well. Learning objectives are clearly shared with the pupils and used to evaluate learning at the end of sessions. This was evident in the good Year 6 lesson when the teacher referred back to the learning objective at the end of the session and this ensured that the pupils knew what they had learnt. There are good procedures in place to check the pupils' progress; regular pieces of work are set, teachers carefully analyse the content and points for improvement are clearly identified. Teachers generally set a good pace and most teachers have high expectations of behaviour and outcomes of work. However, in one class this was a weakness in the literacy lesson observed. In this session the pace was too slow and this meant that the pupils were not fully challenged. The task set was well linked to their work on World War II in history and the pupils had been stimulated by a visitor who had given them first hand knowledge of this era. The pupils were required to write a letter as if they were an evacuee, but spent the whole session planning rather than actually producing the letter. Homework is used well throughout the school to recap on previous learning such as spellings. Good reading habits are promoted well by the homework policy that requires reading to be done at home at least three times a week.

71. Subject leadership and management are in the early stage of development. Although the co-ordinator looks at teachers' planning there is not yet a sufficiently comprehensive overview of standards across the school. Although the school has introduced good systems for checking pupils' attainment, national test results are not analysed, which means that weaknesses are not being identified. Teaching and learning is not being checked and consequently, good practice is not shared. The school has very recently relocated the school library and this is an attractive area that is well resourced.

MATHEMATICS

72. Current standards in mathematics are above average at the end of Year 2. This is because nearly all the cohort is working at the appropriate level and a good number are achieving the higher level. This is because the quality of teaching is very good in this class and consequently pupils are making very good progress. At the end of Year 6 they are average. The number of pupils with special educational needs in the current Year 6 cohort is high, and when this is taken into consideration it is evident that all pupils make good progress in relation to their prior attainment. Standards have been maintained since the last inspection. Provision for pupils with special educational needs is good, but there are not enough opportunities provided for more capable pupils to apply their mathematical knowledge. During the inspection no significant differences were found in performances of boys and girls.
73. Pupils have developed good skills in mental calculation and share their methods with confidence. They use appropriate mathematical language. For example, in a Year 1 class pupils explained clearly that *'finding the difference means take away'*. By Year 2, pupils are using numbers to 100 and are confident in their number bonds to 20. In a Year 1 lesson, pupils began to recognise the link between *'three and seven makes ten and ten take away seven makes three'*. In a Year 2 lesson, pupils showed that *'five lots of 10 is the same as 5×10 or $10 \times 5 = 50$ '*.
74. By Year 6, pupils use vocabulary related to mathematics with confidence such as *'discount, halving, inverse'* and are able to explain their methods clearly in their own words. More capable pupils are able to show their methods when calculating 15 per cent of an amount and less capable pupils can find ten per cent of an amount with increasing confidence. Scrutiny of work shows that the school provides a good range

of work in all areas of mathematics and pupils have a good knowledge of shape with satisfactory skills in interpreting data and conversion of fractions. There is little evidence of the use of information and communication technology skills to support learning and more capable pupils are given few opportunities to apply their mathematical skills through problem-solving challenges. The introduction of the National Numeracy Strategy has had a positive effect on teachers' planning. The recommended structure of numeracy lessons is well established and satisfactory use is made of homework.

75. The quality of teaching and learning is good overall. Teachers manage pupils very well, giving support and praise and in most classes they make learning fun, helping to maintain pupils' interest and motivation. Learning objectives are shared well with pupils and in most cases used at the end of the lesson to help pupils measure their own learning. Teachers know their pupils well and relationships are positive. Most teachers create a stimulating learning environment for the pupils to motivate them to try to achieve their best. When working in pairs or groups pupils cooperate well together and in the most effective lessons they are confident to demonstrate their methods and understanding. Questioning is used well by most teachers with appropriate mathematical vocabulary involving all pupils actively in the lesson. In a Year 4 lesson the teacher emphasised the need for careful presentation in relation to column addition, and pupils were able to recognise the effectiveness of this in their calculations. In a Year 3 lesson, the teacher motivated the pupils by using coloured sweets for division work to illustrate remainders. Where teaching is very good the procedures for providing intensive teaching have been established in the class and this extends pupils' learning well.
76. The quality of marking is satisfactory overall. It tends to provide praise and support for pupils instead of evaluation and intervention to move the pupils forward. Teachers have sound subject knowledge but do not present challenge for more capable pupils through different activities. Extension tends to be provided through similar work instead of contrasting work to move pupils on to the next stage, applying their own strategies to find solutions. There is limited evidence of intensive teaching as part of group activities. However, there was a good example of this observed in Year 6 when the teacher provided very good support when working with a group of less capable pupils.
77. The school has identified gifted and talented mathematicians and the school's policy has been agreed but there is not enough evidence to show that individual plans are ready to be put into action. There has been some monitoring of numeracy by the headteacher and local authority, but the subject coordinator has not been involved in the monitoring of teaching and learning. The subject co-ordinator checks the teachers planning on a regular basis. The school has developed effective systems to track individual progress and identify specific needs, but these results had not been used to develop strategies to improve standards in teaching and learning. Resources, which are stored centrally, are satisfactory.

SCIENCE

78. Current standards at the end of Year 6 are above average and average in Year 2. As pupils enter the school with average attainment this represents good progress throughout the school. Good improvement has been made since the last inspection when standards were average at the end of Year 6. Standards have risen well as a result of improved teaching, more effective planning and a greater emphasis given to scientific enquiry. Pupils with special educational needs achieve well in comparison

with their prior attainment. Teachers and skilful learning assistants support pupils well in the classrooms, and as a result, many achieve standards in line with the national average.

79. Pupils in Year 1 carry out a simple investigation on sound. They observe and record their findings on how sound varies with distance. For example, one pair noted quite astutely that '*The sound gets fainter the further away it is.*' In Year 2 pupils understand that plants regenerate through seeds and in a practical lesson observe that fruits such as melons, strawberries and peaches contain very different types of seeds. They have some understanding of what makes up a healthy diet and which foods are necessary for growth. The effect of heat on bread is recorded reinforcing the notion that some changes are irreversible. Many pupils are clear about what constitutes a fair test and point out the need to keep samples away from a radiator when investigating the speed with which certain products melt. They are beginning to use their numeracy skills to represent their findings, as when recording the different arm lengths of individuals.
80. Analysis of work indicates that by Year 6 pupils have a good grasp of scientific ideas being based on fact. They understand that weight is a measure of gravitational pull counteracted by '*upthrust*' and measured in newtons. They have studied the solar system and use diagrams to explain the different moon phases and seasons. Pupils know about the life cycles of plants and animals and describe the main functions of the most important human and plant organs. They understand the water cycle and use correct scientific terminology to describe various changes such as '*condensation*' and '*evaporation*'. Pupils apply their own understanding when carrying out investigations. They form their own hypotheses and make predictions; for example when considering reversible and irreversible changes to different materials, or when investigating the characteristics that affect the rate of descent of a parachute. Appropriate use is made of pupils' numeracy skills when compiling graphs comparing different pulse rates. Computer skills are then well applied to present the information gathered in a variety of forms.
81. Pupils enjoy their science activities. They discuss enthusiastically the practical tasks and their findings, and in all lessons the levels of co-operation and good behaviour are high. Consequently their learning is good, as is the work produced. Pupils with special educational needs are very well supported by the teaching assistants and take a full and active part in all lessons.
82. The quality of teaching is good overall. No unsatisfactory lessons were observed. A number of strengths account for the good progress that pupils make. These include good subject knowledge, good deployment of very competent learning assistants and due emphasis on the more practical, scientific enquiry aspects of science. Teachers plan their work carefully; they set appropriate objectives and provide a suitable range of activities including practical experimental work. Good use is made of their own secure subject knowledge and they employ a range of challenging questions to focus all pupils' attention and extend their thinking and understanding. Teachers use their knowledge and understanding to engage pupils in meaningful discussions about what makes a test fair or unfair and such discussion supports pupils speaking and listening skills. Overall the management of pupils in science is good. Teachers are competent in ensuring a smooth transfer from discussions into practical work and time and resources are used efficiently.
83. The subject is managed satisfactorily. At the time of the inspection the co-ordinator was on maternity leave, but a nationally approved scheme of work, policy and

planning documents were all in place and appropriate references to science had been made in the school development plan. The school has prioritised the analysis of assessment procedures in science to show how standards might be improved further. Currently, although standards are good, planning across the curriculum to make effective use of opportunities in other subjects to consolidate the knowledge and skills learnt is underdeveloped.

ART AND DESIGN

84. Standards at the end of Years 2 and 6 are similar to those expected nationally and have been maintained since the last inspection. The scrutiny of pupils' work indicates that all pupils, including those with special educational needs, are making satisfactory progress. Teachers use national guidelines in conjunction with the local authority scheme of work. These documents help to support teachers' knowledge and understanding, but at the time of the inspection there is no effective structure to ensure that pupils' skills and knowledge are gradually built up as they move through the school. The school has already identified this as an area for development.
85. By the end of Year 2, pupils have experience of a satisfactory range of media, including paint, pencil and fabrics linked to collage work. Scrutiny of work in Year 1 shows that they are able to mix colours effectively in their work with wax resist. Display and pupils' work show that they have a satisfactory knowledge of working with a range of media and teachers are using the environment effectively to promote skills in observational work. In Year 3, pupils are able to use oil pastels appropriately in their observational drawings of spring flowers and are beginning to recognise the effect of perspective. In Year 4, pupils show confidence in their exploration of line when using fine pens to demonstrate pattern and texture. Throughout the school there are examples of art and design used well as part of topic work. For example, in Year 2 when pupils design and make a tile with a seaside theme linked to work in geography. In the Year 5 class pupils have created abstract art based on their reactions to music by the composers 'Yanni' and 'Cusco' interpreting their feelings through mood drawings.
86. Pupils' attitudes and behaviour are very good and the subject makes a good contribution to spiritual and social development. In a Year 2 lesson, when pupils were working with clay, there was a distinct feeling of wonder and surprise when exploring its properties.
87. The headteacher, who is the subject co-ordinator has begun to use his knowledge and understanding to improve standards of display throughout the school and is clear about the priorities needed to raise standards in the subject further.
88. The standard of teaching and learning is satisfactory. There is evidence that sketchbooks are used in some classes but these are not used well to allow pupils to extend their observation skills or to practise using a range of materials to improve skills. The subject co-ordinator has plans to create personal sketchbooks, which will contain examples of quality artwork valued by pupils. He has provided training in drawing skills for colleagues demonstrating the properties of various materials. At the time of the inspection there was no regular monitoring of teaching and learning and formal assessment does not yet take place.
89. Resources are good and provide pupils with experience of different techniques, but there is little evidence of the use of information and communication technology. There is also a lack of evidence to show that pupils have experience of work in three-dimensions, and paintings and artefacts from both western and non-western cultures

are under-represented. The school does not make appropriate use of opportunities to see exhibitions of paintings and sculptures or work with local artists.

DESIGN AND TECHNOLOGY

90. One lesson of design and technology was observed during the inspection, but analysis of pupils' work and teachers' planning demonstrates that standards overall are in line with national expectations at the end of Year 2 and Year 6. This is an improvement on findings of the last inspection when standards were below nationally expected levels.
91. The school uses the nationally recommended guidelines for design and technology as a reference for the development of skills and at the time of the inspection scrutiny of teachers' plans shows that requirements are met. However, the school has already identified the need to initiate a development framework to ensure that the required skills are practised to improve standards. Pupils are already using a format to generate designs based on criteria, materials and evaluation. They are given opportunities to discuss their designs and evidence from a Year 6 display shows that time is given to practise the relevant skills and pupils make constructive, evaluative comments about their finished article and suggest improvements. Analysis of pupils' previous work shows that skills in planning and evaluation are of a satisfactory standard. In Year 1, pupils are able to use a variety of joining materials to make playground models. There is evidence that they know about strong shapes and are able to reinforce their structures to strengthen and support. Teachers are incorporating design and technology effectively into their cross-curricular work. In Year 4, pupils have made torches using a plastic bottle, circuit and simple switch linked to work in science. In Year 5, they have constructed tuned instruments linked to their work in music and science. Year 6 pupils have practised cutting a pattern, gluing, stitching and decorating their slippers trying out their ideas through the construction of a prototype. There is evidence in planning that satisfactory provision is made for work in food technology.
92. The subject coordinator, who has been in post for two terms, has worked hard to provide informal support for colleagues. However, she does not monitor standards of teaching and learning and lesson plans are not checked on a regular basis. Examples of pupils' work are collected but these are not assessed against National Curriculum levels. This limits the school in its ability to ensure that all pupils make consistent progress as they move through the school. The subject coordinator has identified the need to revise the curriculum based on the progression of skills to improve standards and support teachers. Resources are satisfactory but there is little evidence of the use of information and communication technology in the subject.

GEOGRAPHY

93. Standards at the end of Years 2 and 6 are as expected for these age groups. All pupils, including boys and girls and those with special educational needs, make satisfactory progress. Standards have been maintained satisfactorily since the previous inspection.
94. Year 1 pupils describe their journey from home to school and explain that they utilise different methods of transport. Good links are made with mathematics and information and communication technology when they record their results of traffic surveys on Hudson Way and Bindon Road. By Year 2 they locate Taunton on a map and explain that they live quite near the sea. The pupils demonstrate an awareness of

localities beyond their own when they confidently identify the countries of Scotland, England, Ireland and Wales that form the British Isles. Pupils thoughtfully compare the features of Taunton with the fictitious home of Katie Morag who lives on Struay. They clearly understand that the houses found in this island are dissimilar to those built in Taunton because the environment is different. Pupils enjoy finding about other countries. For instance, they know that Sydney is the biggest city in Australia and illustrate where the Great Barrier Reef and Ayers Rock is sited in relation to this huge country.

95. In Year 3, pupils know that different places around the world share similar weather features. For example, in their studies of Brazil and Indonesia they know that these countries are hot whilst the weather in Greenland and Antarctica is cold. The pupils identify items that are needed if holidaying in New York and Hollywood. They design postcards and have made their own passports. Year 3 pupils draw their own routes to school and use maps with details identified in simple keys. Pupils in Year 4 use atlases and maps to locate specific areas in India and then compare them to where they live in Britain. In Year 5 they are able to identify the main features of a settlement using an aerial photograph. They understand how processes organised by man can change and affect activities and the lives of inhabitants. For example, they have devised a questionnaire about a new park and ride scheme and have analysed the responses using data handling techniques. By Year 6 the pupils can locate the highest mountain peaks around the world as well as in the British Isles. They have compared the positive and negative effects of tourism upon mountain areas and know how people can cause damage or improvement to the environment. Pupils confidently compare their daily life with those of the Peruvians and have used evidence from photographs to gain information about the features of this environment.
96. The overall quality of teaching and learning is satisfactory. Lessons are planned well and the limited resources are used effectively to support the pupils' learning. In the good lessons efficient use is made of interesting and stimulating resources. For example, in a good Year 2 lesson about human and physical features of the seaside, the pupils were motivated because an interesting video about Barnaby Bear was shown at the start of the session. In contrast, in a satisfactory lesson in Year 4 insufficient use was made of resources on a whole class basis and this meant that the pupils were insufficiently prepared for the activities that followed. Prior to the appointment of the new headteacher there had been a focus on literacy and numeracy and this has limited the amount of geography skills taught. This weakness is now being rectified, but, as a consequence of this previous narrow focus, geographical skills have not been taught progressively and this has resulted in gaps in pupils' learning. There are no specific procedures in place to check that the pupils are making gains in their learning but the school is aware of the need to include this in their curriculum planning.
97. Subject leadership and management are currently underdeveloped. There is no whole school overview of teaching and learning which is unsatisfactory. Resources are inadequate and there is no budget allocated to the subject to ensure that this is rectified. There are some examples of work where good use has been made of information and communication technology skills such when surveys are recorded using databases. However, the use of new technology and links with other curriculum areas are underdeveloped. Geography is used well to develop pupils' knowledge of their local culture but there are missed opportunities to increase their multi-cultural skills when they discuss countries outside of Europe.

HISTORY

98. Standards at the end of Years 2 and 6 are at expected levels for pupils of these age groups. Pupils, including both boys and girls and those with special educational needs, make satisfactory progress. At the time of the last inspection standards were judged to be above the expected level. Since then there has been a whole school focus on literacy and numeracy that has had a limiting effect on the progression of history skills. This weakness has been identified by the new headteacher and is now being rectified in his plans for curriculum development.
99. In Year 1, the pupils understand the differences between old and new toys. They describe old toys as '*scratched*', '*faded*' and '*worn*' and compare them to new toys, which are '*shiny*' and '*clean*'. Year 2 pupils name famous people from the past such as Samuel Pepys, Guy Fawkes, Elizabeth the First and compare them with famous people today such as David Beckham. They have looked at holidays long ago, they know that fire-fighting equipment has changed drastically over the years and they confidently compare the work of Florence Nightingale with nursing today.
100. In Year 3 pupils skilfully name Tudor Kings and Queens. They have compared Tudor homes with those of today. They know that rich Tudors lived very differently to poor people and have gained knowledge of this through an inventory dating from 1558. Year 4 pupils show a factual understanding of some of the main events of World War Two. For example, they know that everyone was required to have a ration book and describe what it must have felt like to be an evacuee. Pupils in Year 5 demonstrate a satisfactory knowledge of life as an ancient Greek and explain the characteristics of temples during this period in history. For example, the pupils know that temples mainly consisted of four sides and a pediment at the top supported by columns. Year 6 pupils have a satisfactory understanding of the main events within British history. They know where Angles and Saxons came from and explain why they wanted to invade Britain. Pupils are able to explain why invaders have had such an influence on British history by explaining how names have been derived from them, such as '*tor*' meaning a rocky hill, '*wich*' a market and '*borough*' a fortified place.
101. Teaching and learning are both good. Teachers organise interesting activities that motivate and stimulate the pupils. For instance, in a good Year 1 lesson the teacher provided the pupils with a range of toys that they were required to classify as old and new. Good use was also made of questioning to ensure that all pupils are fully involved in all activities. Teachers encourage pupils to use a wide range of sources to help them develop their historical knowledge and skills. This was evident in a good Year 4 lesson where the pupils derived information by interviewing a visitor who had experienced life during the war. The visitor was well chosen and responded to the questions very well. This enabled the pupils to remain well on task. They were extremely interested in the experiences of this visitor and, consequently were very interested and behaved exceptionally well. This lesson also had a good impact on their moral, social and cultural development. An excellent lesson in Year 6 was observed when the teacher took on the role of an '*Egyptian Mummifier*' and used a willing pupil to demonstrate her knowledge and skills of the process. Provision for spiritual development was excellent in this session because appropriate music was played to create a suitable mood. Incense candles were lit for effect and an appropriate '*altar*' set was created to carry out the process. All the pupils were mesmerised as the teacher proceeded with the '*embalming process*'. The lesson moved at a very good pace and excellent use was made of recap to ensure that the pupils were gaining the appropriate knowledge and skills. For instance, one pupil

wrote in detail about the *'mummifying process'*, and explained that bodies looked like *'shrivelled prunes'*.

102. The headteacher currently leads and manages the subject. He has ensured that all staff use a nationally recommended scheme of work and this is now being used well to develop knowledge and skills consistently. Resources are adequate and good use is made of the library to support pupils' learning. The school also makes efficient use of loans from county services. Currently links with other curriculum areas are limited but there are plans to use history as a central focus for the development of topic work throughout the school. The subject contributes well to the spiritual, social and cultural development of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Standards in information and communication technology are in line with expectations at the end of Years 2 and 6. This is an improvement on the last inspection when standards at the end of Year 6 were unsatisfactory. Many pupils enter the school with very little experience of using computers although a number do have access to them at home. All pupils, including those with special educational needs, make satisfactory progress in relation to their prior attainment.
104. Pupils in Years 1 and 2 are developing keyboard skills, and are becoming proficient at using the mouse. Year 1 pupils are able to *'drag'*, *'drop'* and *'print'*. They also use the space bar and shift key for spacing and capitals. The pupils use a word bank program well to write descriptive sentences and change font size and colour. Pupils practise control skills and write a simple program to guide a programmable toy over a planned route. They have good directional understanding and use the clear memory facility appropriately. Year 2 pupils develop their skills in the use of the computer using paint and draw applications to produce computer-generated art. They are able to retrieve and save and print their work.
105. By the age of Year 6, pupils have improved their skills of communication well. They are able to write and illustrate stories and reports using a variety of word programs. Pupils have refined their manipulative skills when using the mouse and keyboard. They use icons and menus to change the size style and paragraphing of text. Year 3 pupils use a commercial program well to create a branching database that separates groups and objects. Year 4 pupils create bar charts and pie charts to display colourfully information about a firework survey. Older pupils use control effectively to write and test procedures for alternating the timing of lights in a lighthouse. They use graphic modelling most effectively when importing and manipulating images to create multi coloured collages reflecting hand produced images. Through access to the Internet and making use of CD-ROM's pupils are able to research information about work in other subjects. For example, Year 4 pupils working on a topic of World War Two downloaded and printed information for their folders.
106. Pupils have access to a greater range of better quality equipment since the last inspection. Most classrooms have two computers, which are linked to colour printers, and the new computer suite allows large groups to access the machines at the same time.
107. Pupils enjoy their work on computers and show much enthusiasm especially when choosing and downloading pictures from the Internet. They are always well behaved and work sensibly and co-operatively.
108. Although the school makes adequate provision for teaching information and

communications technology and pupils in pairs and small groups were seen using computers with guidance on numerous occasions, during the inspection little direct teaching was observed. Consequently it is not possible to make a valid judgement on the quality of teaching throughout the school. The teaching seen was satisfactory. Teachers keep records on the range of information and communications technology applications used by pupils. They assess pupils' progress through their observations but this is not based upon a hierarchy of skills, and the current recording procedures do not allow for such observations to inform either teachers' planning or curriculum development.

109. The enthusiastic and well-informed co-ordinator provides sound leadership and direction for the subject and is well aware of what is needed to raise standards further. The school has broadly adopted the nationally approved scheme of work, but has yet to develop it so that the subject is well integrated into the curriculum as a whole. Resources are satisfactory.

MUSIC

110. Standards in music are as expected at the end of Years 2 and 6. Although there was limited opportunity to observe class music teaching during the inspection, evidence obtained through the observation of assemblies, singing practises and discussions with teachers and the music co-ordinator confirmed this judgement. All pupils enjoy music and take a full and active part in sessions being encouraged by sensitive teachers and support staff. All pupils, including those having individual or group tuition make satisfactory progress.
111. Throughout the school pupils sing a range of songs to a very good standard. They are developing appropriate breathing techniques and older pupils make good use of intonation. Pupils have good understanding of the beat in music and can vary the dynamics, singing softly or loudly as the song requires.
112. Years 1 and 2 pupils have created an evocative '*sound poem*' based on an African tale when they combine stamps, claps and clicks to represent thunder and rain. They are encouraged in a most enthusiastic manner in their tuneful rendering of '*Kumbaya*' by a talented learning support assistant.
113. Year 5 pupils compose and perform their own creation based on aspects of Victorian life. They notate and read their compositions well, demonstrating their ability to combine on a range of beating rhythms denoting laundry and foundry. In a singing assembly for Years 3 to 6, the pupils sang '*Rejoice in the Lord*' with such enthusiasm and joy. They quickly grasped the tune and lyrics of a new song '*Inchworm*', which was very well modelled by the music co-ordinator. The lesson ended with a very popular, all action rendering of '*Jesus put this song into our hearts*'. The clapping and singing during the accelerando was sonorous, vivacious, exciting and uplifting. Louis Armstrong's '*Wonderful World*' excited and interested pupils as they left and it was a truly memorable occasion!
114. Although observations were limited, teaching is judged to be good overall. Lessons are well-planned, teachers are confident and manage the pupils well. Resources are thoughtfully used and teachers, together with learning assistants, give good encouragement to pupils to improve their performances and develop their knowledge and understanding.
115. A good range of extra curricular activities and instrumentalist tuition complements the

subject. The music co-ordinator is a skilled and enthusiastic teacher who can motivate and support pupils of all abilities. There is an appropriate policy and the nationally recognised scheme of work is comprehensive and makes provision for the coverage of all areas of the National Curriculum. Coupled with a satisfactory range of resources, this represents an appropriate improvement upon the previous inspection findings.

PHYSICAL EDUCATION

116. Standards in physical education are in line with those expected nationally at the end of Years 2 and 6. Most pupils reach the 25-metre standard in swimming expected of pupils by the time they are eleven.
117. Throughout the school pupils make expected progress in developing control and co-ordination in gymnastic skills, and when running, jumping and balancing. They are broadening their experiences of dance and are acquiring competence in a range of swimming and games activities. Residential visits give pupils the opportunities to develop skills in a number of outdoor and adventurous activities. Pupils with special educational needs are well supported and achieve good results that enhance their self-esteem.
118. Year 2 pupils demonstrate sound co-ordination skills when taking part in running, jumping and throwing activities. Older pupils also show sound competence when engaged in batting and fielding practices. They co-operate well and pay due regard to the games rules laid down. Good behaviour and due attention to fair play reflect well the pupils' attitude to competition and this confirms the positive conduct observed in other lessons.
119. Pupils with special educational needs are very well supported, particularly by teaching assistants. They take a full and active part in all activities, making good progress and achieving results that enhance their self-esteem. There are occasions, when pupils with physical disabilities, show a level of resolve and tenacity that is salutary. Their effort and attitude are models for all.
120. The quality of teaching is satisfactory. Teachers have sound subject knowledge and place emphasis on pupils achieving and co-operating well. They make their expectations clear, use demonstrations appropriately and control pupils well in the open outdoor situations. Pupils are encouraged to observe and evaluate, but opportunities are missed for pupils to develop their language skills by commenting critically when evaluating the actions of their peers. Professional instructors at a local pool currently undertake swimming teaching.
121. The subject is managed satisfactorily. The scheme of work, focussing on nationally recommended guidelines, is used as good starting point. However, currently, because of the lack of monitoring of teaching and provision, the presentation of an appropriate range of work to all pupils cannot be guaranteed. The experience gained by pupils on residential visits enhances the physical education curriculum, and the good provision of a number of extra-curricular activities allows the pupils opportunities to improve their physical and social skills.

RELIGIOUS EDUCATION

122. Current standards at the end of Years 2 and 6 are in line with the expectations of the locally agreed syllabus. Pupils make satisfactory progress in learning at both key

stages. Whilst it was only possible to observe two lessons the analysis of pupils' work, teachers' planning and discussions with pupils indicate that a suitable curriculum is covered. Pupils with special education needs are supported well. As a result they make satisfactory gains in learning in relation to their prior attainment. They have equal access to all activities.

123. By the end of Year 2 pupils know about celebrations such as Christmas and Easter. They are familiar with marriage and baptism ceremonies and celebrations. The pupils begin to understand the customs and celebrations of world religions and appreciate that there are holy books such as the Bible and the Torah. Pupils recount the Jewish festival of Purim, highlighting the importance of Haman, Mordechai and Esther.

124. Older pupils learn the symbols associated with Christianity by visiting the parish church and there are regular visits from the local curate. Through their study of Christianity and Judaism pupils understand that religions contain rules for living and that different people worship in different ways. Pupils show good understanding and knowledge of the traditions of Judaism and can explain the links between the Bible and the Torah. They know that the Torah is written on parchment and that a Rabbi is a teacher. They also have some understanding of the significance of the Passover meal and the strict kosher diet. The amount of written work expected of pupils is limited and as a consequence religious education does not yet make a significant contribution to the literacy skills of many pupils.
125. Of the few lessons seen teaching was judged to be satisfactory. However, one lesson in Year 6 questioning the local curate on what it meant to be a Christian, was of a particularly high order. The questions asked by the pupils were probing and apposite; the answers were forthright, honest and committed. As a result pupils made very good gains in understanding about other peoples beliefs and convictions. In this lesson the pupils showed admirable maturity in both their interest and attention.
126. Planning for religious education meets the requirements of the locally agreed syllabus. The headteacher is the co-ordinator for the subject. Resources are adequate for the current planning. However, the subject lacks books and artefacts concerned with the variety of faiths followed in the wider community.