

INSPECTION REPORT

MARK CHURCH OF ENGLAND VC FIRST SCHOOL

Mark, Near Highbridge

LEA area: Somerset

Unique reference number: 123811

Headteacher: Ms Wendy Nelder

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 3rd – 5th February 2003

Inspection number: 248510

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	4 - 9 years
Gender of pupils:	Mixed
School address:	The Causeway Mark Nr Highbridge
Postcode:	TA9 4QA
Telephone number:	01278 641262
Fax number:	01278 641681
Appropriate authority:	Governing Body
Name of chair of governors:	Ms Lesley Stephenson
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Mr Alan Fullwood	Registered inspector	Science Information and communication technology Religious education Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9644	Mr Michael Whitaker	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
26519	Mrs Margaret Hatfield	Team inspector	Foundation Stage Mathematics Art Music	
32142	Mrs Beryl Richmond	Team inspector	English Design and technology Geography History Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle Division of Parkman
The Brow
23 Trewartha Park
Weston Super Mare
North Somerset
BS 23 2RT

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

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House

33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mark First is a smaller than average-sized school situated in the village of Mark near Highbridge. There are 126 pupils on roll, aged from four to nine years, taught in five single-aged classes. Currently, there are more girls than boys, sixty-eight to fifty-eight. At the time of the inspection, 23 children were in their Foundation year. The school mainly serves its immediate surroundings but 30 per cent of pupils come from further afield. Pupils live in a mixture of owner occupied and rented accommodation. Most pupils are from a UK British background. No pupils are at an early stage in the acquisition of English. Approximately six per cent of pupils are currently entitled to free school meals, which is below the national average. Approximately 12 per cent of pupils are listed as having some form of special educational need, below the national average. There is a 10 per cent movement of pupils to and from the main school at times other than their normal first admission or when they transfer to secondary school. Many children attend the pre-school organisation next to the school before being admitted to the school. The attainment of the children on entry to the school, although wide ranging, varies from year to year because of the small number involved. This year it was below average.

HOW GOOD THE SCHOOL IS

Mark First is a good school where pupils achieve good standards in English, mathematics and science by the age of nine. It provides a good education for its pupils and successfully encourages them to develop good attitudes to learning and to behave well. The school is led and managed very well. It provides good value for money.

What the school does well

- Enables pupils to achieve good standards in English, mathematics, science, information and communication technology and music by the time they leave the school.
- The teaching and provision made for children in the Foundation Stage.
- Provides very well for pupils' spiritual, moral and social development.
- The very positive partnership the school has established with parents.
- The very good leadership and management of the headteacher and governing body.

What could be improved

- The opportunities provided for pupils to write in subjects across the curriculum.
- The opportunities given to pupils in Years 3 and 4 to design their own scientific investigations.
- The monitoring of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in January 1998. By the time pupils leave the school at the age of nine their standards of attainment in English and mathematics have improved and the good standards in science, noted at the time of the last inspection, have been maintained. Standards in information and communication technology and music have also improved. The quality of teaching has improved and assessment and tracking procedures established to match work more accurately to pupils' differing needs. The range and content of pupils' writing has been improved, although more frequent opportunities for pupils to write in all areas of the curriculum are still in need of development. The mathematics curriculum is broad and balanced and pupils have regular opportunities to carry out mathematical investigations. The school improvement plan has clear success criteria for evaluating the effectiveness of new developments and the school has established effective procedures for recording pupils' progress. The school provides very well for pupils' spiritual, social and moral development and is a strongly caring community. The headteacher and governors have worked well together so that staff have a shared sense of purpose in improving the quality of education the

school provides and the standards pupils achieve. The school is well placed to make further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	C	B	C	D
Writing	C	B	B	C
Mathematics	A	B	B	C

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

The above table shows that in the 2002 National Curriculum tests at the end of Year 2, pupils' standards of attainment in mathematics and writing were above average in comparison with all schools and average in comparison with similar schools. Their attainment in reading was in line with the national average for all schools but below the average of similar schools. In the 2002 statutory teacher assessments in science pupils' attainment was very high in comparison with the national average. Inspection evidence indicates that the attainment of the current group of pupils in Year 2 in mathematics and science is above national expectations and standards in English are in line with national expectations. Generally, pupils make good progress in mathematics and science and satisfactory progress in English. Standards have improved in mathematics. Standards in art, design and technology, geography, history and physical education are in line with national expectations by the end of Year 2. All pupils make satisfactory progress. Standards have been maintained in these subjects except in history where they are not as high as at the time of the last inspection. Standards in music and information and communication technology are above national expectations by the end of Year 2. All pupils make good progress and standards have improved in these subjects since the last inspection.

Inspection evidence indicates that by the end of Year 4, when pupils leave the school, standards in English, mathematics and science are above national expectations and pupils make good progress in these subjects. Pupils also make good progress in music and information and communication technology and achieve standards above national expectations. Standards in other National Curriculum subjects are at the expected level for pupils of this age and pupils make satisfactory progress in these subjects. They also make satisfactory progress in achieving the expectations of the locally agreed syllabus in religious education.

The vast majority of children in the reception class have made good progress in relation to their below average attainment on entry to the school and are on track to achieve the Early Learning Goals¹ in all

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

areas of their learning by the end of the Foundation Stage². A significant number of pupils are making good progress in their mathematical development.

Pupils with special educational needs make satisfactory progress in relation to the targets set for them in their individual education plans and receive good support from teachers and teaching assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work. They show interest and enthusiasm and respond well to the high expectations of their teachers.
Behaviour, in and out of classrooms	Good. Pupils are open and friendly towards visitors and the great majority comply with the school's behavioural expectations. Older pupils show consideration towards smaller children and all pupils are well-mannered and polite.
Personal development and relationships	Pupils' personal development is very good, an improvement upon the good standards noted in the last inspection. Pupils are caring and considerate and show tolerance for classmates with behavioural difficulties and readily help younger and smaller children. They work co-operatively and show a good degree of independence. Relationships are very good and a strength of the school.
Attendance	Attendance is good and above the national average. The great majority of pupils arrive punctually for school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Satisfactory	Good

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

The quality of teaching is good overall, and varies from very good to satisfactory. The overall profile of teaching has improved since the last inspection due to better planning through the use of procedures to track individual pupils' attainment and progress.

The overall quality of teaching in the Foundation Stage is good. High expectations and very good relationships have a significant impact on the quality of learning. Lesson planning is very effective, with detailed learning objectives. These build on children's learning in a structured way, in small steps, to enable them to make good progress, with many making very good progress.

Teaching in English is good overall but not enough opportunities are provided for pupils to write in order to achieve higher standards. The teaching of numeracy is good. Mental arithmetic sessions are brisk and well planned and teachers make good use of questioning to encourage pupils to explain how they have made their calculations.

The quality of teaching and learning in science and information and communication technology is good, it is very good in music. Pupils make good progress in these subjects. However, in science not enough

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on the six areas of learning above.

opportunities are given to pupils in Years 3 and 4 to design their own experiments in response to a question posed by their teacher. The quality of teaching and learning in art, physical education and religious education is satisfactory and pupils make sound progress. There was insufficient evidence to make a secure overall judgement of the quality of teaching in design and technology, geography and history.

The teaching of pupils with special educational needs is good, because pupils have been accurately assessed and their individual education plans are targeted carefully to help them learn.

Homework is used satisfactorily to support pupils' learning. The quality of marking is satisfactory. Good use is made of assessments of pupils' attainment and progress to plan future work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities for pupils in Years 1 to 4 are satisfactory; they are good in the Foundation Stage. The school places a high priority on teaching English and mathematics. It actively promotes equality of access and opportunity to the curriculum for all pupils. Extra-curricular activities enrich the curriculum well. The school has good links with its community and very good links with partner institutions.
Provision for pupils with special educational needs	Good. The provision made for meeting the various needs of individual pupils and ensuring that they are fully included in lessons is good. A register of gifted and talented pupils has been set up.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is very good. Provision for pupils' cultural development is good. The school's aims and positive Christian ethos are reflected in all aspects of its life. Pupils clearly understand the difference between right and wrong and have an awareness of community and good citizenship. Pupils' appreciation of their own culture develops very effectively through the curriculum and they are given good opportunities to learn about the rich cultural heritage of the many cultures evident in Britain today.
How well the school cares for its pupils	Good. The school places a high priority on pupils' welfare and well-being. There are effective arrangements for assessing pupils' attainment and progress and using this information to plan suitable work to meet all pupils' needs.

The school has developed very effective links with parents who make a good contribution to their children's learning, both at home and at school. Parents' views of the school are positive and they hold it in high regard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed very well. The headteacher gives a clear educational direction to its work and has developed a strong staff team, who have a sense of common purpose in continual improvement in what the school does. The headteacher's approach ensures that the school is an inclusive community where all pupils feel valued. However, procedures for monitoring teaching and learning are not systematic enough to be fully effective.
How well the governors fulfil their responsibilities	Very good. The governing body is very supportive and works hard to involve itself in the everyday life of the school and its future direction. Governor committees and regular visits to the school ensure they have a

	clear view of the school's strengths and weaknesses and are active in its future development.
The school's evaluation of its performance	Satisfactory. The headteacher employs a broad range of effective strategies for monitoring the work of the school. A whole-school evaluation policy is developing.
The strategic use of resources	Good. The budget is well planned and is linked closely to priorities identified in the school development plan. Expenditure is monitored carefully and the school works hard to ensure best value in the provision of education for all its pupils.

The school has an adequate number of teachers and the accommodation is satisfactory. Resources are satisfactory overall and good in mathematics, science, information and communication technology, art, music and Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The good quality of teaching their children receive. • Staff are approachable. • The school expects their children to work hard and is helping them to become mature and responsible. • The good quality of leadership and management. 	<ul style="list-style-type: none"> • The range of activities the school provides outside of lessons.

Inspectors agree with parents' positive views of the school. Evidence from the inspection indicates that the school provides a good range of extra-curricular activities for the age group of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Evidence from the inspection indicates that by the time they leave the school, pupils make good progress in English, mathematics, science, music and information and communication technology and achieve standards above national expectations. Pupils with special educational needs make satisfactory progress overall.
- 2 On entry into school, children's attainment varies from year to year. This year, it is very wide-ranging, but overall, it is below expectations in all areas of learning. By the end of the Foundation Stage, all children make good progress and the vast majority are on course to achieve most of the recommended Early Learning Goals, particularly in the important areas of learning of communication, language and literacy, mathematical development and personal, social and emotional development. This is due to the very good provision and overall good teaching in the Foundation Stage.
- 3 In the year 2002 National Curriculum tests at the end of Year 2, pupils' attainment in reading was in line with the national average for all schools, but below average when compared to similar schools. Pupils' attainment in writing was above the national average for all schools and in line with the average for similar schools. The percentage of pupils achieving the higher than expected Level 3 was below the national average in reading and in line with it in writing. Standards have shown an upward trend since the last inspection, but fell in reading in 2002. Girls perform better than boys but not significantly so. Inspection evidence indicates that the attainment of the current group of pupils in Year 2 is on track to be in line with national expectations in reading and writing and above expectations in speaking and listening. Pupils make good progress in speaking and listening due to the many opportunities they have to speak in class and group discussions, such as when reporting back on what they have learnt in lessons. Pupils make satisfactory progress in reading. They enjoy books and read regularly both at home and at school. Pupils link letters with their sounds well and usually use this strategy when they are unsure of a word but make less use of other strategies, such as reading a sentence through and making an informed guess of an unknown word. Pupils are familiar with finding information in reference books using the index and contents pages. They know how to use the library system to locate books. Standards in writing are average in Year 2. Pupils present their work neatly, their writing is grammatically correct and they spell commonly used words accurately. However, not enough opportunities to write are given to pupils across the curriculum. This is a current target in the school improvement plan. Standards have been maintained since the time of the last inspection.
- 4 In mathematics, the results in the year 2002 National Curriculum tests at the end of Year 2 were above the national average when compared to all schools and in line with the average for similar schools. The percentage of pupils achieving the higher than expected Level 3 was in line with the national average. Since the last inspection pupils' attainment has shown a consistent upward trend and standards are now higher. The performance of boys and girls was similar. Inspection evidence indicates that the attainment of the current group of Year 2 pupils is above national expectations. All pupils make good progress and achieve well in all aspects of mathematics, except data-handing as this is less systematically addressed. The school is aware of this weakness. Pupils have a secure understanding of place value to 100 and many can solve problems using numbers to 1000. Most pupils have a

good knowledge of number facts to 20 and the 2, 5 and 10 times tables and make mental calculations quickly and accurately. Teachers' good planning of work builds effectively upon pupils' understanding and enables them to achieve well. Standards have improved since the last inspection.

- 5 Teacher assessments in science at the end of Year 2 in 2002 show the percentage of pupils reaching the expected Level 2 to be high in comparison with the national average. The percentage of pupils reaching the higher Level 3 is well above the national average. Currently, the standards of attainment of Year 2 pupils are above national expectations. Most pupils understand scientific concepts, such as light sound and forces. They have a good understanding of simple electrical circuits and can classify everyday materials by their properties. Pupils make good progress because of the good teaching they receive and the way work is adapted to meet individual pupils' needs. The high standards noted at the time of the last inspection have been maintained.
- 6 By the end of Year 2, standards are above national expectations in information and communication technology. Pupils are achieving well in this subject due to increased confidence of staff in teaching the subject. By the end of Year 2, pupils are confident in using word-processing, data-handling and control technology programs. They are beginning to use CD-ROMS to research information. Standards have improved since the last inspection.
- 7 By the age of seven, pupils' standards of attainment in religious education are in line with the expectations of the locally agreed syllabus. Pupils make satisfactory progress in their understanding of Christianity and other world religions. Pupils understand the importance of relationships and that a major element in Christianity is caring for others. Standards have been maintained since the last inspection.
- 8 By the end of Year 2, pupils' standards of attainment in art, design and technology, geography, history and physical education are in line with national expectations. All pupils, including those with special educational needs, make satisfactory progress. Standards have been maintained in these subjects except in history where they are not as high as at the time of the last inspection. Standards in music are above national expectations and all pupils make good progress due to the consistently good quality of teaching that they receive. Standards have improved in music since the last inspection.
- 9 In English at the end of Year 4, standards are above national expectations. Standards in reading and speaking and listening are above average while standards in writing are average. The attainment of boys in writing is below that of the girls. All pupils, including those with special educational needs are making good progress. Pupils make good progress in developing confidence in explaining their ideas and discussing their opinions because teachers create good opportunities for all pupils to have the chance to practise speaking. They listen attentively to their teacher and the views of others. Many pupils reach standards in reading above national expectations. The high priority given to this aspect by the school ensures that pupils read frequently to adults at school and to their parents. Consequently, many pupils' confidence in reading is promoted well by ensuring that they are aware of a range of strategies, including phonics, picture and contextual clues when reading unfamiliar words and phrases. Pupils make satisfactory progress and attain expected standards in writing. Most pupils write for different audiences and purposes, usually independently. There is a good balance between encouraging the use of a wide vocabulary and descriptive writing and encouraging more formal skills such as correct grammar and accurate spelling. However, opportunities to write longer and more original work and redrafting

of work to improve it are less frequent than they should be across the curriculum. However, overall standards in English have improved since the last inspection.

- 10 In mathematics at the end of Year 4, pupils' standards are above national expectations and they make good progress in developing their mathematical skills. Pupils calculate numbers to 1000 confidently and, through encouragement from teachers, develop their own strategies for solving number problems. They are confident using decimals and fractions. They have a good knowledge of number facts, such as times tables and a good understanding of symmetry and shape. Pupils are given good opportunities to use their developing numeracy skills across the curriculum. They are less confident in using data, being better able to draw graphs and charts than to interpret them. Their progress in this area is satisfactory. Standards in mathematics have improved since the last inspection.
- 11 By the end of Year 4, pupils' standards in science are above national expectations. Pupils make good progress in relation to their previous attainment at the end of Year 2 because of the good quality of teaching they receive. Pupils have a good knowledge and understanding of all aspects of science except scientific enquiry, where they have few opportunities to design their own tests to answer a question posed by their teacher. The high standards noted at the time of the last inspection have been maintained.
- 12 Pupils' attainment in information and communication technology is above national expectations at the end of Year 4. This is an improvement in the standards found at the time of the last inspection. The school has made good progress in this area due to the greatly improved resources and the training for teachers to use them. Pupils make good progress in the skills of word-processing, data-handling, control technology, simulation programs and in using the Internet to research information. They make good use of their information and communication technology skills across the curriculum.
- 13 By the end of Year 4, pupils' standards in religious education are in line with the expectations of the locally agreed syllabus. Pupils have a satisfactory understanding of the main Christian festivals and similar festivals in other world religions, such as Hanukkah and Diwali. They are beginning to understand the significance of religious symbolism and show maturity in their thinking about different religious customs. Pupils make satisfactory progress. Standards have been maintained since the time of the last inspection.
- 14 By the end of Year 4, pupils' standards of attainment in art, design and technology, geography, history and physical education are in line with national expectations. Pupils make satisfactory progress and standards have been maintained since the last inspection. In their observational drawing in art, pupils' attainment is good and has been improved since the last inspection. Another improvement is that pupils make good progress and attain above expected standards in music due to the good quality teaching that they receive and the good extra-curricular provision made for this subject.
- 15 The standards pupils with special educational needs attain are below those expected for the pupils' ages but they are satisfactory in relation to the pupils' identified needs and targets. These targets are clear, specific, achievable and suitably challenging. In the main, pupils with special educational needs make satisfactory progress towards these targets, particularly in literacy skills. Teachers track their progress well in order to give them a chance to succeed. Relationships are very good throughout the school. Pupils' work is always valued and this encourages them to try harder. Pupils

receive additional input by dedicated support staff and make satisfactory progress when staff refer to pupils' individual targets in planning work for them and focus on the development of language skills.

Pupils' attitudes, values and personal development

- 16 Pupils have good attitudes to their work, as was the case at the time of the previous inspection. Pupils of all ages show interest and enthusiasm in their work and parents were unanimous in reporting that their children enjoyed school. The youngest children in the reception class confidently leave parents at the school gate and make their way to their classroom, secure in well-established routines. In lessons, these children respond well to high expectations, stimulating tasks and the chance to develop independence. Throughout the school, pupils are well motivated in lessons, demonstrating interest and keenness to respond to teachers' questions. Pupils from Year 2 upwards are keen to take advantage of the after-school opportunities offered.
- 17 Behaviour is good, as it was at the time of the last inspection. There have been no exclusions. The school is an inclusive community, free of any oppressive behaviour or harassment towards any group of pupils. Pupils are open and friendly towards visitors and the great majority comply with the school's behavioural expectations. Behaviour is particularly good in the reception class. There is a small minority of pupils, mainly boys, in the upper classes whose conduct in lessons, on occasions, is silly and immature but this minority does not detract from the overall impression of a well-behaved school. Play is lively but not threatening; older pupils show due consideration towards smaller children. Lunch is well-mannered, chatty and sociable. School property is respected and there is little sign of litter.
- 18 Pupils' personal development is very good, an improvement upon the good standards noted in the last inspection report. Pupils respond well to the school's aim of promoting social development and a Christian ethos. The great majority are caring and considerate. They demonstrate tolerance for classmates with emotional and behavioural difficulties and readily help younger and smaller children. They are caring with pupils who are upset or hurt. They are able to work co-operatively in pairs and groups and even the youngest children carry out small duties efficiently (such as taking the registers to the office). Pupils show a good degree of independence in their work. Relationships are very good and a strength of the school. Adults in school provide good role models of co-operative working. Staff treat pupils with respect and consideration. All contributions in lessons are valued, thus boosting pupils' self-esteem. The majority of pupils value each other's work, listen to each other's contributions and applaud particularly good effort.
- 19 Most pupils with special educational needs have a positive attitude to their work. They are keen to make progress, eager to please and enjoy succeeding. They are well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enable them to take pride in their achievements.
- 20 Attendance is good and above the national average. There has been no unauthorised absence over the preceding twelve months. The great majority of pupils arrive punctually for school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 21 The quality of teaching is good overall, and varies from very good to satisfactory. It was good or better in approximately two-thirds of the lessons seen. The overall

profile of teaching has improved since the last inspection due to better planning through the use of procedures to track individual pupils' attainment and progress.

- 22 The overall quality of teaching in the Foundation Stage is good, varying between satisfactory and very good. Teaching was good in three-quarters of the lessons observed. A high proportion of very good teaching was observed in the key area of mathematical development. This has a very positive impact on the progress of the children, including those with special educational needs. Teaching of the reception class is shared by the headteacher and a part-time newly qualified teacher. Staff work very well together, successfully promoting equal opportunity, continuity and progression. High expectations and very good relationships have a significant impact on the quality of learning. Lesson planning is very effective, with detailed learning objectives. These build on children's learning in a structured way, in small steps, to enable them to make good progress, many making very good progress.
- 23 The quality of teaching in Years 1 and 2 is satisfactory overall and varies from very good to satisfactory. It was good or very good in approximately one third of the lessons observed. The quality of teaching in Years 3 and 4 is good and varies from very good to satisfactory. It was good or better in eight out of ten lessons. Teachers have a good understanding of the National Curriculum and plan suitable activities to promote pupils' basic literacy and numeracy skills. Teachers have good expectations of what pupils can achieve and generally make good use of the school's assessment and tracking procedures to provide suitably adapted work to meet the differing needs of individual pupils. Teachers make learning fun and successfully increase pupils' self-esteem and confidence by the good use they make of praise and encouragement. Pupils are involved in their own learning by teachers clearly identifying what it is they hope the pupils will achieve in lessons and by evaluating how well these objectives had been achieved at the end of the lesson. In the better quality lessons, teachers manage pupils' behaviour well and successfully motivate them to give of their best and take a full part in the lesson. Consequently, their pace of work is brisk and pupils make good progress. For example, in a Year 2 literacy lesson, the teacher's good questioning effectively recapped the work pupils had previously done before identifying words containing 'oi' and 'oy' in their reading. Work was well matched to the needs of the different ability groups within the class. The teacher's questioning successfully challenged pupils to think for themselves and volunteer 'noisy', 'avoid', 'royal' and 'loyal' from the different texts they read. The teacher made a good choice of poem, 'The Noisy Tortoise', to consolidate pupils' learning at the end of the lesson. Where teaching is more satisfactory, the teacher's management of pupils is less secure and the activities provided, although appropriate, do not motivate pupils to be fully involved in all parts of the lesson and the pace of their work slows as a result. All teachers make good use of pupils' developing information and communication technology skills to support their work in other subjects.
- 24 Teaching in English is good overall. Teachers' good relationships enable pupils to confidently try out new ideas and to share them with fellow pupils. Lessons are well paced and productive. The good teaching of the sound to symbol relationship in Years 1 and 2 enables pupils to read and write sentences independently. However, from a scrutiny of pupils' work, not enough opportunities are provided for pupils to write to achieve a higher standard of attainment. In the lessons observed, work was planned well for pupils of different attainment but, from the scrutiny of work, this was less evident. In Years 3 and 4, teachers provide a wide range of learning experiences for the pupils. Pupils write in a range of different formats and in the lessons observed there was a good balance of activities which improved pupils' use of a wider vocabulary to write descriptively and encouraging the use of these skills in a finished piece of work. However, from the scrutiny of pupils' previous work, there was less

evidence of reading through and improving longer pieces or original writing. Throughout the school, pupils make good use of their skills in information and communication technology to promote their literacy skills.

- 25 The quality of teaching and learning in Numeracy is good overall. Teachers' planning is good and what pupils are to attain by the end of lessons is clearly defined. Mental arithmetic sessions are brisk and well planned and teachers make good use of questioning to encourage pupils to explain how they have made their calculations. The good use of questions at the end of lessons ensures that teachers are clear about what individual pupils have learned. Teachers use formal and informal assessment observations and data to effectively plan future work.
- 26 Teaching in science is good. Lessons are planned well due to teachers' good knowledge and understanding of the curriculum and the use they make of assessment information to plan work to meet the wide range of individual needs in classes. As a result pupils make good progress. Good links are made with other curriculum subjects, such as mathematics and information and communication technology. However, few opportunities are provided for Year 3 and 4 pupils to plan and carry out their own investigations and this limits the progress of more able pupils.
- 27 Teaching of information and communication technology is good. Teachers are confident and anticipate the problems that pupils might have and plan well to meet their needs. The quality of teaching in art, physical education and religious education is satisfactory. Too few lessons were observed in geography, history and design and technology to make a secure judgement about teaching in these subjects. The quality of teaching in music is consistently good or very good. The teacher's very good knowledge and understanding of the curriculum ensures that all pupils enjoy musical activities and work hard to improve their performance.
- 28 The teaching of pupils with special educational needs is good. This is because pupils have been accurately assessed, using outside agency support if necessary, and their individual education plans are targeted carefully to help them learn. Most teachers use a wide range of successful strategies to motivate, involve and challenge pupils, and regularly monitor the progress pupils are making towards achieving their targets. Records are well maintained and regularly updated to enable teachers to track progress carefully. Teaching assistants work effectively with these pupils when working with an individual or groups but their work in whole class sessions is less effective. Teachers need to plan for the use of more practical resources to support pupils with special educational needs in whole class parts of lessons.
- 29 Homework is used satisfactorily to support pupils' learning. It is regularly set and parents are aware of their role in ensuring it is completed. The quality of marking is satisfactory. Good use is made of assessments of pupils' attainment and progress to plan future work and to provide oral feedback to pupils in class.

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

- 30 The school meets all the requirements of the National Curriculum. The quality and range of learning opportunities for pupils in Years 1 to 4 are satisfactory. They are sufficiently balanced, wide-ranging and relevant to ensure pupils make progress in all subjects. The school regularly reviews its curriculum to ensure that it is relevant and appropriate for its pupils. The locally agreed syllabus is used as the basis for the teaching of religious education. The school meets the necessary requirements for the daily act of worship. The school places a high priority on teaching English and

mathematics and dedicates a significant amount of time each day to teaching literacy and numeracy. The school has some strategies in place to ensure it promotes basic writing skills through all the other subjects of the curriculum but they need to be more widely developed. There are good policy documents and schemes of work to guide teachers' planning for what they are going to teach in each lesson. The quality of half-termly planning is good. All subjects are taught regularly within each class but not enough time is devoted to writing and investigations in science. The school has developed its curriculum since the last inspection by taking account of pupils' needs through the good use of assessment, to ensure that enough time is spent on identified needs, such as improving pupils' reading and writing.

- 31 The Foundation Stage curriculum is broad, balanced, covers all the areas of learning and links smoothly with the National Curriculum. It is firmly based on the recommended Early Learning Goals. The curriculum builds on what children already know and successfully promotes learning through practical, purposeful play and first-hand experiences. Good opportunities are provided to develop children's skills and knowledge through a good balance of activities taught by the staff and those that children choose themselves, encouraging independence. Most have experienced some form of pre-school education and links with the pre-school organisation on site are very good. Effective arrangements are in place for children to attend for short times before starting school to ensure a smooth entry. All Foundation Stage staff work closely together to plan and adapt the curriculum to meet the needs of all children, including those with special educational needs, effectively ensuring equal opportunity for all. Information about the main teaching points in lessons is sent home weekly, to involve parents in their children's learning.
- 32 The school makes good provision for pupils' personal, social and health education. It includes drugs awareness education and clearly places an emphasis on developing pupils' awareness of the associated dangers.
- 33 The school actively promotes equality of access and opportunity to the curriculum for all pupils and this is reflected in the school's vision, documentation and practice. The school aims to be fully inclusive and evidence gained during the inspection showed this to be the case in all aspects. Teachers, teaching assistants and other staff work well together to ensure that all pupils are included in lessons. Teachers do not always ensure that the work of teaching assistants is as effective in the whole class parts of lessons as it is in group work.
- 34 Visits and visitors enrich the curriculum. Year 3 and Year 4 pupils have undertaken a visit to the Globe theatre in London, Year R have been to Bridgwater market and Year 1 and Year 2 have visited Banwell Teddy Bear Museum. Teachers plan field trips that enrich the everyday curriculum. For instance, there have been visits to Burnham-on-Sea and Weston-super-Mare in connection with geography work and some pupils have had the opportunity to visit Glastonbury and Butleigh on a trip accompanied by initial teacher training students. There has been a poet in residence for one week, art and craft workshops, dancers, theatre companies and other members of the local arts community have shared their skills and knowledge with pupils. Teachers and pupils plan a production each term. This contributes well to pupils' social and cultural development. The contribution of extra-curricular activities to enrich pupils' learning opportunities is good. Staff and other visitors provide pupils with opportunities to learn a wide range of different skills and knowledge through participating in, for instance, music clubs, sports clubs which include football, netball, tennis and country dancing, and drama and computer clubs. The range of activities provided by the school has improved since the last inspection.

- 35 The provision for pupils with special educational needs is good, meeting the various needs of individual pupils and ensuring that they are fully included in lessons. It ensures that the provision outlined in a pupil's Statement of Special Educational Need is in place and is reviewed annually in line with the Code of Practice guidance and provides good systems to ensure that all pupils are included fully in lessons and in all aspects of school life. A register of gifted and talented pupils has been set up.
- 36 The school has forged good links with its community, to which it is central. The community has use of the school computer facilities and school activities are featured in the community magazine. There are naturally strong links with the parish church, which pupils attend for the major Christian festivals and which they use for their termly drama production. Good use is made of local places of interest to enrich the curriculum, for example, pupils visited Bridgwater Market in support of a project on food and Banwell Castle, to visit a toy museum. Pupils took part in the Country Dance festival on Wells' cathedral green.
- 37 The school's links with partner institutions are very good. There is particularly close co-operation with the pre-school group, whose premises are on the school site. Pre-school and reception children share large wheeled toys in a secure, discrete play area and on occasions, pre-school children attend school assemblies. Staff co-operate over planning. There is good co-operation, too, with the middle school to which the majority of pupils transfer. Teachers in Years 3 and 4 discuss continuity with staff from Years 5 and 6 at the middle school and there are good arrangements to ease pupils' transfer from one school to the next. The school co-operates with neighbouring first schools; there is, for example, a shared residential visit for Year 4 pupils.
- 38 The overall provision for spiritual, moral, social and cultural development is very good, and has improved since the last inspection. It is a strength of the school. Many aspects of these areas of pupils' development are consistently identified as priorities in the school's development plan.
- 39 Provision for spiritual development is very good, an improvement since the last inspection. The school's aims and positive Christian ethos are reflected in all aspects of its life. Parents are happy with the values and attitudes the school promotes. Across the school, teachers build on pupils' self-esteem, including those with special educational needs, by valuing their ideas. For instance, in a Year 4 art lesson, the teacher showed great respect for pupils' contributions when discussing 'texture'. Very good opportunities are given for pupils to appreciate the wonders of various events. For example, reception children expressed wonder and delight when exploring colour mixing on damp blotting paper to create pictures of flowers. Revision times at the end of lessons encourage pupils to reflect on their learning. Assemblies provide excellent opportunities for them to reflect on their own and others' lives. This was very well demonstrated in an assembly about 'the love of all people', when pupils, safely and confidently holding lighted candles, formed a circle of light around the hall and reflected on the theme. In another 'music worship' assembly, pupils were shown pictures of recent tragic events around the world, for example, pictures of a family mourning the American Space Shuttle disaster, the plight of African children and the love shown by their carers. This encouraged pupils to reflect on other people's feelings and to empathise with their situations. Effective displays, such as 'A Recipe for Happiness' in Year 3, and Year 4 pupils' own 'Prayers for Peace' very well promote this aspect. Learning about other major religions in religious education helps pupils to understand and respect others' beliefs.

- 40 Very good provision is made for moral development. The school's very positive approach to managing good behaviour ensures that staff have a consistent attitude towards, and high expectations of pupils' involvement in lessons and of their behaviour. As a result pupils clearly understand the difference between right and wrong. Pupils' involvement in creating the 'Golden Rules' and displays of these, as well as the celebrations of good work and efforts in the 'Golden' assembly, contribute very well to their understanding of the need for rules and to their moral development. Most parents are happy with the school's management of, and standards of behaviour. The school values individuality, caring, equality of opportunity, respect, trust and responsibility and aims to promote a thirst for knowledge, confidence, self-esteem and an awareness of the community, within and well beyond the school. Very good opportunities are given, for example, Year 4 pupils to become aware of conservation issues, such as an oil spillage in Spain. Many activities and stories teach reception children to show respect for others and to know the difference between right and wrong.
- 41 Provision for social development has been improved since the last inspection and is now very good. Adults provide very good role models, showing respect for pupils and fostering their self-esteem, contributing well to the pupils' positive attitudes to learning and very good relationships within the school. Community awareness and citizenship are very effectively promoted through, for example, positive links with the Church, the school nurse, and the good provision for personal, social and health education. The good extra-curricular provision and very effective opportunities to compete in team games, experience out of school visits and school productions promote pupils' social skills very well. Positive strategies to develop responsibility include opportunities for older pupils helping younger ones at playtime, being register monitors, looking after the cloakroom, clearing tables, putting equipment away and through, for example, a 'Jobs to be done' board in Year 4. Very good opportunities are provided for pupils to develop independence and also to co-operate and collaborate in group work, for instance in a Year 2 literacy lesson when pupils worked on the sounds 'oi' and 'oy'. Foundation Stage children are taught to take turns and to share equipment.
- 42 Provision for cultural development is good, overall, as at the last inspection. Pupils' appreciation of their own culture develops very effectively through the curriculum, particularly in literature, history, geography, religious education, drama, music, art, assemblies and through good extra-curricular provision. It is enhanced through visitors, such as a poet, and through visits, for example, to London. Events, for instance, music and poetry evenings, Christmas performances, the Highbridge festival, Country Dancing festivals, Book Week, Dance and Art workshops make invaluable contributions to this aspect. Multicultural education includes planned curricular opportunities, for example, to learn about others' beliefs in religious education, study life in Chembokhali, an Indian village in geography and listen to African music. It is fostered through visitors, such as a Japanese student and Japanese drummers, and displays about 'Ramadan' and about 'Life in India' in Year 2. Reception children become aware of other cultures through stories, such as 'Handa's Surprise', and playing with dolls from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 43 Procedures for child protection and ensuring pupils' welfare are good. The headteacher is the designated person for child protection purposes. All staff are aware of the procedures to be followed in cases of concern. Parent helpers have been cleared for work with children. All necessary health and safety procedures are in place. Fire drills are held regularly, there are good arrangements for dealing with pupils' medical needs and the necessary safety inspections of electrical, fire and

other equipment take place. A governor has responsibility for overseeing health and safety procedures; regular premises inspections take place. The school is diligent regarding pupil safety; it is situated on a busy but narrow road that lacks a pavement. A coach has to be hired to take children on a journey of a few minutes to visit the parish church and the arrangements for parents to collect children at the end of the day are reminiscent of a taxicab rank - but entirely necessary - and involve considerable staff time and effort.

- 44 There are good procedures for monitoring and improving attendance. Registration is carried out promptly and efficiently and registers are properly maintained. The school community is tight-knit and it is rare for a child to be absent without explanation but, when that does occur, the school will phone the home. Instances of lateness are confined to a handful of families, well known to the school, and these are dealt with by the headteacher. Some families do take holidays in term-time but not in such numbers as to pose the school a problem.
- 45 Procedures for monitoring and promoting good behaviour are good. Children are introduced to the school's high behavioural expectations as soon as they join the reception class. The culture of confidence building, together with interesting lessons taught by staff skilled in pupil management, maintains high behaviour standards. Pupils themselves are involved; they discuss and agree their own class rules and those rules are underpinned by a simple reward system based on 'golden time' (a thirty-minute period once a week). 'Golden time' is an entitlement but pupils may lose part of it through unsatisfactory behaviour (and redeem it by subsequent good behaviour). For pupils demonstrating particular behavioural problems, individual behaviour plans, involving parental support, may be drawn up. Positive behaviour at play is promoted by the school's provision of games, ropes etc. Lunchtime supervisors contribute by suggesting and leading play activities. There have been no instances of racist behaviour or comments; procedures are in place but have never been used. The issue of racism is addressed through assemblies.
- 46 Personal development is monitored well, albeit informally. All adults in school know all pupils and their particular circumstances. This knowledge, together with the very good relationships throughout the school, ensures that all pupils have the support necessary to guide them through day-to-day life at school.
- 47 The school cares appropriately for pupils with special educational needs. Their work is regularly monitored to ensure that they are making the progress towards the targets set for them. Regular reviews of pupils' progress help to ensure that most work is suited to their needs. Outside agencies are involved, as required, to help meet their specific targets. The special educational needs co-ordinator works with and observes pupils in their own classrooms effectively in order to review classroom strategies.
- 48 The school has developed a range of good procedures for observing, measuring and recording what pupils know, understand and can do, and is using the information collected well. These procedures were not effective at the time of the last inspection. There are now good procedures in place for most subjects. Teachers have a useful bank of information gathered from statutory and other test results and assessment tasks. The school has started work on putting into place a target setting system. Pupils' targets are often on display on the board or on pupils' tables in the classrooms so they are part of pupils' everyday experience. However, the school recognises that more work still needs to be done on the wording of the targets to ensure that they are always meaningful to the pupils. The use of assessment information to guide curricular planning is good. This means that teachers plan work well for pupils as

their prior learning has been assessed and taken into account. Statistical information is provided to the school on National Curriculum test results and consequently the school is aware of those areas that it needs to focus on in order to improve attainment. This enables subject co-ordinators, especially in English and mathematics to review and make the necessary adjustments in planning and to organise in-service training where needed. For instance, this year the school has targeted improving pupils' reading as a main focus and has allocated more time to teaching it in a workshop approach. There is a good record keeping system that records pupils' progress through the school.

- 49 Staff know reception children very well and recognise and respond very effectively to their needs. Initial assessments, undertaken when children start school are used well to plan suitable programmes of work. Assessment and recording procedures are very good, and are used well to enable staff to gain a clear picture of what children know, understand and can do in order to plan the next steps in learning, and to track children's progress. The school is awaiting guidance about the new initiative 'The Foundation Stage Profile' to develop assessment and recording procedures further in knowledge and understanding of the world, creative and physical development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 50 The school has developed very effective links with parents. It is conscious of the fact that the 'taxi rank' procedure for delivering and collecting children, whilst necessary, deprives parents of a twice-daily brief contact with the school and teachers. Nonetheless, 97 per cent of parents responding to the Ofsted pre-inspection questionnaire felt that they would feel comfortable about approaching the school with a problem. Parents attending the pre-inspection meeting said that they felt involved and welcome. The governing body seeks parents' views on a range of issues annually, by means of a questionnaire. Parents are kept informed of school activities by means of regular newsletters and there are termly opportunities for meeting staff. Some parents particularly value the annual opportunity to 'shadow' their child for a day. Pupil reports provide very good information about children's attainment and progress in all subjects of the National Curriculum; the child's effort and attainment are evaluated and, in English and mathematics, targets are provided. A good overview of the child's personal development is provided. The school's information for parents of children with special educational needs is very good; parents are fully involved in discussions of their children's progress and in the formulation of the child's individual education plan.
- 51 Parents make a good contribution to their children's learning, both at home and at school. A number of parents volunteer their help in school, both in classrooms and in providing additional supervision on school trips. Parents and governors join working parties on the school grounds. Parental support for the school is high; 90 per cent of parents attend consultation evenings for example, and the response to the governors' annual questionnaire is similarly high. Parents support the school's homework policy and make good use of children's home-school reading records. There is a lively parent-teacher association that acts as both fund-raiser and social link between parents, school and community. Pupils benefit directly from their efforts as the funds raised have been spent on library books, a digital camera, mathematics games (for pupils and parents to borrow for use at home), and supporting the Year 3 swimming lessons.
- 52 Parents' views of the school are positive; they hold it in high regard. Parents particularly appreciate the school's openness, its ethos and the fact that their children enjoyed attending. They believe behaviour to be good and all the respondents to the

pre-inspection questionnaire considered that teaching was good. The great majority regarded the school as well led and managed. There were some concerns; 17 per cent of questionnaire respondents were not happy with the range of after-school activities and 14 per cent did not feel that they were given sufficient information regarding their children's progress. The inspection team agrees wholeheartedly with parents' positive comments. In the opinion of the inspectors the school provides good quality information about pupils' progress and a good range of extra-curricular activities, particularly for a small school.

- 53 Admission arrangements to the reception class are smooth and very effective. Relationships between staff and parents in the Foundation Stage are very positive. Staff encourage parents to be closely involved as partners in the education of their children. A number of very well briefed parents are committed to supporting the reception classes as parent helpers.
- 54 The school informs parents with children who have special educational needs at an early stage in the process. Parents are given copies of pupils' individual education plans and their agreement to and involvement in their children's individual education plan is encouraged. Parents are invited to all reviews and can make an appointment at any time. In addition a special open evening is planned, when parents will have the opportunity to find out about special educational needs provision. Links between home and school are regular and constructive and this helps to ensure that pupils receive good support and make satisfactory progress. The school provides good explanatory information booklets for parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 55 The school is led and managed very well. The headteacher gives a clear educational direction to the work of the school and has, through her collegiate style of management, ensured that all involved in the school work together well as a team to provide pupils with a good quality education and achieve well in relation to their potential. The headteacher, together with governors, has worked hard and effectively to ensure that there is a strong feeling of community amongst pupils, parents, governors and staff and a sense of common purpose in continual improvement in what the school does. Good assessment tracking procedures have been introduced and are used effectively to ensure that pupils' attainment and progress is closely tracked. A policy for monitoring the work of the school by staff and governors has been established. However, the monitoring of teaching and learning is not systematic enough to ensure that the school knows what works and what does not.
- 56 The headteacher supports staff, making clear her high expectations and involving all concerned with the school in decision making. She has been very successful in creating a feeling of community within the school and ensuring that pupils' personal development is promoted well. Her approach ensures that the school is an inclusive community where all pupils feel valued.
- 57 All teachers have more than one subject to manage and the school's self-evaluation procedures ensure that sufficient time is given to staff to discharge their duties when a subject is a current focus in the school development plan. Staff are aware of the provision made for their subjects and have a clear idea of the standards that pupils attain within them. Staff know the pupils well and generally provide suitably adapted work to meet the wide range of capability levels within classes. The co-ordination of the Foundation Stage is good. Staff have worked hard to develop the Foundation Stage curriculum. Very good support is provided for the reception class in the form of experienced teaching assistants. All staff work very well together as a team.

Accommodation and resources are good and have a positive impact on the quality of the learning opportunities the school offers in the Foundation Stage.

- 58 School development planning is good. The headteacher has an open, consensus based approach to development planning. Targets in the plan are detailed and relevant and closely linked to the school's aims. A policy for performance management is in place and is used to provide relevant professional development for individual staff. The school's self-evaluation procedures are developing well.
- 59 The governing body is very supportive of the school and the staff and works hard to involve itself in the everyday life of the school. Many governors visit the school on a regular basis and observe lessons. They have attended a variety of training courses to increase their expertise and the help that they are able to provide. Governors have an appropriate committee structure in place and meetings are minuted and outcomes presented to full governor meetings. Meetings are well attended. Each governor has an area of the curriculum which they have adopted and, through training and visits to the school, are concerned to help with the provision of broad and relevant curriculum for the pupils. Governors fulfil their statutory duties.
- 60 The special educational needs co-ordinator provides good leadership. The co-ordinator ensures that all pupils have been accurately assessed, using outside agencies when necessary and makes sure that pupils have relevant achievable targets. She has adequate opportunities to monitor and evaluate the work of colleagues and the use made of individual education plans. The policy for special educational needs has been updated to reflect the 2001 Code of Practice for special educational needs. The co-ordinator has a good action plan with relevant priorities identified that will be evaluated regularly. The school provides a good level of resources, especially staffing to meet the needs of this group of pupils. However, attention needs to be paid to the effective deployment of these staff at all times.
- 61 The school has an adequate number of teachers, all of whom are appropriately qualified to teach in primary schools. Two teachers are relatively new to the school, having joined within the preceding two years. Teachers are well supported by classroom assistants who make a significant contribution to the quality of pupils' learning. Teaching staff are supported by very experienced administration staff and committed lunch-time supervisors. All work together well as a cohesive team.
- 62 The accommodation is satisfactory. It consists of the original Victorian Board school to which a bright new classroom has been added, plus a number of temporary buildings. Classrooms are of a suitable size for the numbers and ages of pupils although the hall is barely big enough for the older pupils' physical education lessons. Accommodation for the reception class is good, with a spacious airy classroom adjacent to a secure play area, shared with children from the pre-school group in the adjacent building. The headteacher and governors are aware that most of the school would be inaccessible to a wheelchair user. There is good exterior accommodation with tarmac play area, marked with games, a quieter area with trees and benches and a large field, with environmental area. The environmental area contains a pond and is appropriately fenced.
- 63 Resources are satisfactory overall and good for mathematics, science, information and communication technology, art and music. Resources for the Foundation Stage are also good, and the arrangement for sharing them (and the secure play area) with children in the pre-school group is beneficial to both parties. The library has a satisfactory range of books and is supplemented by books loaned from the local education authority.

- 64 The budget is well planned and is linked closely to priorities identified in the school development plan. The Finance Committee of the governing body is effective in its role and consequently financial planning is good. A concern in the last inspection was the need to adopt clear success criteria for evaluating the effectiveness of new developments. This has now been addressed. The school and governing body are effectively addressing the recommendations of the recent audit report, published only a few weeks ago.
- 65 Good use is made of new technologies to support both financial control and administration, and also the development of information and communications technology throughout the school. The finance officer is a member of the governors' Finance Committee and regularly reports to this committee and to the full governing body. She is very competent, and is pivotal in the efficient day-to-day financial organisation of the school. Systems of financial administration are unobtrusive and are responsive to the needs of the school. As a result, members of staff and governors are able to concentrate on pupils' education.
- 66 The budget is well managed and spending on resources is carefully considered before purchase. Expenditure is monitored carefully by the school and governors, with good support from the local education authority. All grants are spent prudently to the benefit of all pupils. Those funds delegated for specific purposes, including those for special educational needs are spent effectively to improve opportunities to raise standards for all pupils. The surplus carried forward to address staffing issues and to maintain single year group classes is expedient and reasonable. The school seeks parents' views annually and is committed to ensuring best value in the provision of education for all its pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 67 The governors, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) provide more frequent opportunities for pupils to write in English and in other subjects of the curriculum; this is a current target in the school development plan. (Paragraphs 3, 89)
 - (2) improve pupils' skills in Years 3 and 4 in carrying out scientific enquiries by providing more opportunities for them to organise their own investigations in response to a question posed by their teachers. (Paragraph 103)
 - (3) improve the monitoring of teaching and learning so that it is more systematic and regular and identifies what works and what does not in different curriculum subjects. (Paragraph 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	15	12	0	0	0
Percentage	0	13	48	39	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	126
Number of full-time pupils known to be eligible for free school meals	8
Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	15
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	10
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	14	11	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	11	11	10
	Total	24	24	23
Percentage of pupils at NC level 2 or above	School	96 (96)	96 (96)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	10	10	11
	Total	23	23	25
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	122	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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 – Y4

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	23.09
Average class size	25.4

Education support staff: YR – Y4

Total number of education support staff	5
Total aggregate hours worked per week	116

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2.3

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.

Financial information

Financial year	2001-2002
----------------	-----------

	£
Total income	292930
Total expenditure	264054
Expenditure per pupil	2200
Balance brought forward from previous year	10386
Balance carried forward to next year	39242

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	126
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	51	44	5	0	0
Behaviour in the school is good.	40	51	9	0	0
My child gets the right amount of work to do at home.	37	51	12	0	0
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	44	42	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	37	2	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	56	37	7	0	0
The school is well led and managed.	63	35	2	0	0
The school is helping my child become mature and responsible.	67	28	0	0	5
The school provides an interesting range of activities outside lessons.	28	49	5	12	7

Other issues raised by parents

Parents said that their children were keen to come to school and were happy. Some parents felt that it was a shame that there was no male teacher in the school.

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

- 68 Provision for children in the Foundation Stage is very good, overall, and is a strength of the school. It has been maintained since the previous inspection. Children receive a good start to their education. The quality of teaching is good, overall, varying from satisfactory to very good. As a result, children, including those with special educational needs, achieve well in all areas of learning.
- 69 Twenty-three reception children attend school in the Foundation Stage class on a full-time basis. The teaching of this class is successfully shared by the headteacher who is the Foundation Stage co-ordinator, and a part-time newly qualified teacher. Reception children are supported very well by teaching assistants. All staff work very well together as a team.

Personal, social and emotional development

- 70 The vast majority of children are likely to achieve the expected Early Learning Goals in this area of learning by the end of the Foundation Stage. They achieve well as a direct consequence of skilful teaching and high expectations of the staff who value children and encourage them to feel confident about what they can achieve. Staff provide very good role models, treating each other and the children with courtesy and respect. This leads to very good relationships between the children and adults, contributing very effectively to the development of positive attitudes to learning.
- 71 Adults promote children's personal development and independence very well, through ensuring that equipment is easily accessible to them. Staff encourage children to take responsibility, for example, by being register monitors and by clearing away at the end of lessons. Children behave very well and most become aware of the difference between right and wrong through story and sensitive handling of incidents by staff. They are encouraged to show consideration towards each other and are helped to know how to apologise effectively if they hurt or upset each other by their actions.
- 72 Children enjoy school and are beginning to play and work well together. For example, opportunities are planned for them to share constructional apparatus fairly, and to learn to take turns when speaking in a large group. The children respond very positively to the well established daily routines which give them confidence and a sense of security. Teachers encourage them to reflect on, and talk about their own feelings, enhancing speaking and listening skills, as well as spiritual development.

Communication, language and literacy

- 73 Teaching is consistently good. The vast majority of children achieve well and are on course to attain the Early Learning Goals by the end of the Foundation Stage, with the more able children set to exceed the Goals. Children enjoy listening to stories and rhymes, but some have limited listening skills. They begin to gain confidence through very good adult support. Some higher attainers are good at negotiating with others, for example, in the 'Market Stall', a group debated how they would take turns at being the shopkeeper or the customer, with very good encouragement from the teaching assistant. Staff naturally model good spoken language so that support for language development permeates the life and work of the reception class.

- 74 The teacher plans the use of elements of the National Literacy Strategy very effectively. Good use is made of language games to promote the development of phonic skills. Teaching of the basic skills is clear and accurate. Children become aware of story structure and sequences of events, through sharing big books, such as 'Brown Bear'. Most children follow the text, 'reading' aloud, with the teacher, knowing that print carries meaning. Many understand the way stories are structured and they handle books carefully. They enjoy the story and anticipate and join in the often repeated refrain, 'Brown Bear, Brown Bear, what do you see?' with encouragement and soon pick up the main points of the story. Staff use 'Jolly Phonics' very effectively to help children recognise letters of the alphabet and their initial sounds. Some are beginning to link the sound with the letter, naming and sounding the letters with increasing skill. The more able children were able to recognise 'sh' through singing a song, 'S and h together make sh', and the good use of pictures to reinforce their understanding of this sound. The quality of teaching is good.
- 75 Staff plan effective opportunities for children to 'make marks' and 'write', for example, in the 'Office Area'. Many understand that marks may carry meaning. Many use pencils to form letters correctly and practise writing their names. A number of higher attainers write 'news' and 'stories' independently, using their knowledge of sounds with growing ability. Where pace is lost, children lose interest and concentration, and this has a negative effect on progress.

Mathematical development

- 76 This area of learning is well taught, with a high proportion of very good teaching observed. All children achieve well and are on course to attain or exceed the Early Learning Goals by the end of the Foundation Stage. Teachers' expectations of children are high and they present well planned activities that are suitably challenging, enabling good progress to be made. Staff build, in a structured way, on what children already know and can do, enabling them to make good or very good progress. Elements of the National Numeracy Strategy are very effectively used, with a good balance of mathematical activities taught by the staff and games that children choose themselves, which also help them to develop independence. Children show interest in numbers, developing confidence in attempting to count, order and match, through the good provision and use of number games and activities, such as a dice game and through using coins to buy fruit in the 'Market Stall'. Some recognise numerals 1 to 5, then to 9, and some, well beyond this. Higher attainers attempt to use the 100 square with very good support from staff. More able children begin to relate addition to combining two groups of objects. Teachers' ongoing assessments are well used to guide the planning of new work. Through using shapes, structured apparatus, water and sand trays, many children develop a basic understanding of space, shape and measures.

Knowledge and understanding of the world

- 77 Most children achieve well in this area of learning, reflecting the good quality of teaching. The vast majority are set to attain many of the Early Learning Goals by the end of the Foundation Stage. Planning is effective, with specific details of what children should learn. Teachers share these aims with the children and give clear instructions and explanations so that children know exactly what is expected of them. They provide a good range of well-prepared, interesting and purposeful, practical play activities, to foster children's curiosity and interest to learn about the world in which they live. For example, children investigate moistening blotting paper and dropping colour on to it to mix and create new colours. They learn about how colour is

important as 'camouflage' for animals, such as a polar bear in the snow. Children talk happily about their visits to places such as Bridgewater Market, with a developing awareness of direction, distance and time. They select from a range of recyclable materials to make models, and use constructional apparatus to build 'towers' safely, with growing skill. There are good opportunities to use computers and many children are quickly developing basic information technology skills. Some can already control the mouse and use the computer with increasing confidence and independence.

Physical development

- 78 By the end of the Foundation Stage children achieve well as a result of sound teaching and the very good support of teaching assistants. All are likely to attain the expected outcomes for their age. The outside secure play area provides a very good resource for children to make good progress in the development of their large body skills of running, jumping, balancing and climbing. They use a wide range of equipment with increasing skill to support the development of their body control and co-ordination. With good support from staff children are developing more imaginative movements. In physical education lessons, children are beginning to be aware of space and of others, and show respect for other people's space. They move confidently and safely around the hall, with increasing skill. Teachers encourage the understanding of positional language, such as 'along, across, under'. Staff teach skills such as cutting, and handling small tools, for example, gluesticks, writing implements, paintbrushes and scissors, to help children gain safe control of these finer movements. Some find this difficult, but are well supported by staff.

Creative development

- 79 Teaching is good overall and children achieve well. All are set to attain most of the Early Learning Goals by the end of the Foundation Stage. To encourage creative development and independence, staff plan a good balance of activities that adults teach directly, and also activities that children can choose for themselves. Good organisation of group work ensures all are included and have equal opportunities to work at all activities. Children investigate printing to make hand-prints and fruit prints, using an apple, banana and orange. They explore colour and texture, creating effective collage pictures of 'Noah's Story', painting a large rainbow, as well as 'Portraits of my family'. They investigate colour-mixing, by dropping different colours on to moist blotting paper to create new colours. They experiment with transparent coloured paper, expressing wonder when the teacher holds it against the window for the light to shine through, showing where red and blue overlap, to make purple. The music part of 'creative development' is taught by the Advanced Skills Teacher who is the co-ordinator for music. Through the teacher's effective use of chime bars, and through using their voices, the children begin to recognise 'high' and 'low' sounds and discover how sounds can be changed. The teacher's very good questioning skills foster children's language development, encouraging them to listen carefully and talk about the sounds in the music. They happily explore how sounds are made, by playing a variety of untuned instruments. They sing familiar songs, such as 'Who built the ark?' with developing confidence. The 'Market Stall' encourages role-play and the use of this area is planned to maximise opportunities to develop children's imaginative play and sustained conversation, with good intervention by adults.

ENGLISH

- 80 Inspection findings are that standards in English are average in Year 2 and above average by the end of Year 4. In Year 4 standards in reading and speaking and listening are above average. The attainment of boys in writing is below that of the

girls. Pupils in Years 1 and 2 make satisfactory progress, including those with special educational needs. All pupils make good progress in Years 3 and 4. Standards at the end of Year 2 have been maintained, and standards at the end of Year 4 improved, since the last inspection.

- 81 Pupils start Year 1 with the expected level of skills in English. Based on this level of prior attainment, pupils make satisfactory progress in Years 1 and 2. This is because teachers' expertise in the teaching of basic skills is good and they encourage pupils to do their best. Pupils are keen to learn and work hard in lessons. Progress in Years 3 and 4 is good. Teachers offer all pupils sufficient challenge in a range of interesting tasks. This progress is because of the successful introduction of the National Literacy Strategy, coupled with good teaching.
- 82 The school works hard to provide opportunities for all groups to learn and work together. Pupils with special educational needs are well supported in group work but the support in whole class parts of lessons is not so effective.
- 83 Throughout the school standards in speaking and listening are good. Pupils listen carefully in lessons and are interested in what others have to say. Good teaching and appropriate pace in lessons encourages pupils to listen well. Teachers regularly provide opportunities for pupils to speak during all parts of the lessons. Pupils answer well teachers' questions needing an explanation as well as those needing a quick one-word answer. For instance, in a history lesson in Year 3, they were able to explain how and why the Globe theatre was organised in certain ways as well as recount factual information. Teachers create good opportunities for all pupils to have the chance to practise speaking. For instance, in a religious education lesson in Year 2 pupils worked in pairs to devise their own role-play to demonstrate an understanding of forgiveness. In the summary part of lessons, teachers give pupils the opportunity to report back on what they have been finding out and also to share their work. In a Year 4 poetry lesson, pupils were keen to both share their work and listen to the work of other pupils. Teachers work hard to ensure that all pupils have the opportunity to participate. In addition, there is a school production every term, when all pupils have the opportunity to participate with Year 4 pupils taking the lead parts.
- 84 In Year 2, standards in reading are average and, in Year 4, are above average. Following discussions with pupils, it is clear that they enjoy reading. They read regularly, both at home and at school, and have access to a wide range of books. In particular, in Year 4 pupils' good speaking and listening skills enabled them to recount the story so far in the book they were reading in an informative and interesting way. They were also able to give a plausible, well thought out prediction of how the story might continue. In Year 2, pupils link letters with their sounds well and usually use this strategy when they are unsure of a word. They are less used to using other strategies, for instance, reading the whole sentence through and then making an informed guess of an unknown word. In Year 4, pupils read fluently and with expression and have a wider range of strategies at their disposal.
- 85 Teachers manage reading well. The range and level of books provide a good challenge in lessons and in reading workshop time. There is a good balance between reading scheme books, books from children's literature and non-fiction texts. Teachers, parents and pupils contribute to each pupil's reading record. In Year 1 pupils were collaborating to produce their own book on polar bears. They were working in groups to produce the contents page, index and content for the book. These pupils have good knowledge of the alphabet and are able to order words alphabetically. Throughout the school, there is extra time for reading workshops planned into the school timetable. Teachers plan a range of activities for these times,

including the use of information and communication technology for research on the Internet. Teachers and teaching assistants give pupils good support to enable them to progress. Pupils are familiar with the library system and can confidently explain how to locate books.

- 86 Standards in writing are average in Year 2 and above average in Year 4. Teachers encourage pupils to take pride in their work and usually it is neat and tidy and well presented. Pupils often present their final version of their writing by producing it on the computer or in a special format. Handwriting is taught consistently and in a cursive style. The basic skills of spelling and grammar are taught progressively and consequently pupils are able to demonstrate in their work good knowledge of the conventions of English. However, more opportunities could be provided for pupils to write in other subjects of the curriculum.
- 87 Teaching of literacy is good overall in the infant classes. Good teaching of phonics enables pupils to write sentences independently. However, pupils need more opportunities to write both in literacy lessons and in other subjects to achieve higher standards. In the lessons observed, work was planned well for pupils of different attainment but from the scrutiny of work it was less evident how this had been done.
- 88 In Years 3 and 4, teaching of literacy is good overall. Teachers provide a wide range of learning experiences for the pupils. Pupils write for different audiences and purposes, usually independently. For example, pupils in Year 4 compared poetic phrasing with narrative descriptive examples and were learning about the use of figurative language. Several pupils were able to share their work at the end of the lesson. They came up with some very good ideas including 'The leaves as crunchy as cornflakes dying for milk' and 'The peaceful country is layered in crispy blankets of snow, The tangly branches sway in the wind as if they are witches' noses'. This lesson contributed well to pupils' spiritual development, not only because of the teachers' good questioning but also through the powerful images that were created for pupils through language. In lessons, teachers ensure a good balance between enriching writing through a wider use of vocabulary and descriptive language and encouraging the use of these skills in a finished piece of work. However, an analysis of pupils' writing provides less evidence of drafting, reading through and improving longer pieces or original writing. Writing needs to be taught more frequently, especially as it is an identified school focus.
- 89 Throughout the school, pupils use their skills in word processing well to produce interesting final pieces of work on the computer. Pupils regularly search the Internet or CD-ROMs for information. For instance, Year 3 pupils searched the Internet for information about the Globe theatre in London. Computers are also used well to support the learning of spelling. Pupils have good opportunities to develop their listening skills through listening to information and stories on tape recordings.
- 90 Teaching is good overall. Relationships in lessons are very good, enabling pupils to have the confidence to try out new ideas and to share them with their fellow pupils. In a Year 4 lesson, pupils enthusiastically shared their work, which was listened to attentively by other pupils. Lessons are well managed and move along at a good pace. Very little time is wasted so that pupils work hard and are productive.
- 91 The co-ordination of the subject is good. The co-ordinator has a clear focus for the way forward and for the raising of attainment. The National Literacy Strategy has been implemented well. There are some opportunities for pupils to use their writing skills in other subjects but there is very little recorded work. Teachers' planning is regularly monitored and pupils' work has been assessed by teachers using National Curriculum level descriptors. However, there has been relatively little monitoring of

teaching and learning. The procedures to assess pupil attainment and monitor their progress are good. The insights gained into the quality of teaching and pupil progress has enabled the school to target specific areas to maximise achievement. Resources are satisfactory and accessible in lessons.

MATHEMATICS

- 92 Pupils by the end of Year 2 and Year 4 attain standards above those expected for their ages in numeracy and their progress is good. This is an improvement since the last inspection when standards throughout were in line with expectations. Pupils achieve well in number, algebra, space, shape and measures, and satisfactorily in data handling. This is because data handling is not addressed as systematically as the other areas of mathematics. The school is aware of this and has identified this aspect as an area for development. Standards have improved because of the overall good teaching, the effective implementation of the National Numeracy Strategy and good subject leadership. There are no marked differences in the performance of girls and boys. Pupils with special educational needs are supported well and make good progress.
- 93 By the age of seven, pupils use and apply their number skills confidently to solve number and money problems relating to real life. They can add sums of money to make a total, for example, 163p. They check their result using a variety of coins, writing it down as £1.63, also developing a basic understanding of decimal points. They have a good knowledge of place value to 100 and many pupils can solve problems using numbers to 1000. They quickly work out number problems, adding three numbers, using their knowledge of 10 and 20, to complete calculations, such as $2 + ? + 18 = 30$, rapidly. They use their 2, 5 and 10 times tables effectively, and also work out the related division facts, and they 'double' and 'halve' with confidence. They know some of the properties of two- and three-dimensional shapes and use their measuring skills to estimate and measure, using instruments accurately, for example, when they measure a ship made from shapes, using a ruler. They collect information, recording it in a variety of ways, such as simple tables, charts and graphs to solve problems, for example, about favourite toys.
- 94 By the age of nine pupils mentally add and subtract two digit numbers rapidly and many use their understanding of place value to multiply and divide by 10 and 100, some by 1,000. Pupils develop their own strategies for problem solving, because teachers encourage them to try different approaches. For example, when Year 3 pupils worked on 'finding the difference' between two numbers, such as 29 and 62, on a number line, they effectively counted both on and back in ones, 5s, 10s and 20s, using their knowledge of inverse operations well. They quickly moved on to working with higher numbers, also counting on and back in 50s, with good understanding. They explain their calculations, using correct mathematical terms, 'take away, minus, subtract, add on'. The analysis of pupils' work shows that Year 4 pupils have a good understanding of fractions and decimals, and that higher attainers very well understand negative numbers. It also reveals that pupils in Years 3 and 4 are not as confident in data handling as in the other aspects of mathematics. Although they use and interpret a range of diagrams and charts, this aspect is not as well addressed as the other areas so that they make satisfactory, rather than good, progress. Pupils are developing their understanding of shape, space and measures and Year 4 pupils confidently use correct terms in their work on symmetry, for example, 'regular, vertical, reflection'. Throughout school pupils gain confidence in applying their mathematical knowledge to problems and investigative work, an improvement since the last inspection. The setting of work, involving real-life problem-solving, is a regular

feature of many lessons. Problem-solving has been a school focus and this has been effective in raising attainment

- 95 The quality of teaching and learning throughout the school is good overall and varies from satisfactory to good. Teachers manage pupils well, their subject knowledge is secure and the deployment of teaching assistants supports learning effectively. These factors contribute significantly to the good progress and efforts that pupils make, overall. Marking is helpful in showing pupils how they can improve their work. Homework is well addressed to reinforce skills, and most pupils also take mathematics games home to share with parents. Very good relationships motivate pupils who have very positive attitudes and enjoy lessons.
- 96 The most successful features of teaching are observed where teachers have high expectations, with tasks that are challenging, so that pupils of all capabilities make good progress. For example, when Year 3 pupils add and subtract 9 and 11 to other numbers, they are challenged to develop effective strategies, using their knowledge to add or subtract 10, then take away 1, or add on 1, to quickly calculate answers. The teacher had planned work that is matched very well to the differing levels of understanding of all groups, enabling pupils to achieve well and reach full potential. In a Year 2 lesson about adding three numbers, using a 100 square, the teacher builds effectively on pupils' previous learning, using practical apparatus, and the tasks and her probing questions make them think hard. Less successful features of teaching are seen where teachers do not expect enough work from pupils in the lesson and do not make clear their high expectations, such as when in a Year 4 lesson on symmetry some groups of pupils chatted and were generally off task when working independently.
- 97 The teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively and consistently. Planning is good and the three-part lesson structure is well established. Identifying what is to be learnt in a lesson is clearly defined in the planning and usually shared with pupils when lessons begin. The use of clear questions at the end of sessions to assess what pupils have understood is a strong feature of teaching. The teachers use a good range of mathematical vocabulary, resulting in pupils being able to explain their work using the correct terminology. The oral and mental sessions are usually delivered briskly, pupils learn quickly and show good mental agility. The main teaching activities involve pupils practising their skills and in this part of the lesson teachers manage pupils and resources efficiently.
- 98 Across the school pupils' ability to use information and communications technology to develop their mathematical skills and understanding is developing well. Literacy skills are enhanced by reading word problems and by using and extending mathematical vocabulary. Numeracy skills support learning in other subjects, for example, in history, when pupils use large numbers in the dates of significant events, and in counting in centuries, and in art when Year 4 use shape and symmetry to create portraits, using a computer art program.
- 99 Assessment and recording procedures are good. Teachers use informal observations and regular mental and written tests, including non-statutory tests, to assess pupils' attainment, to track pupils' progress and to identify areas for development. Information gained from assessment is effectively used to guide the planning of future work. Teachers have been involved in moderating pupils' work. A collection of assessed work in problem solving is being developed to assist teachers to come to consistent judgements about levels of attainment. The school provides extra sessions to raise standards by organising additional numeracy support groups,

as needed, supported well by teaching assistants. Subject co-ordination is good. The committed and enthusiastic co-ordinator has very secure subject knowledge. She has provided information to governors and parents, liaises with neighbouring schools, and has drawn up a subject action plan. She has attended much in-service training and is involved in the thorough analyses of national test results and other assessments to identify areas for improving pupils' performance, so that she is aware of strengths, areas for development and future direction of the subject. However, her role in the monitoring and evaluation of teaching and learning is not fully developed, limiting her support for the subject. Resources are good and effectively used to support learning. Good use is made of visits, for example, to '@ Bristol' to support and enrich the curriculum regarding 'problem-solving'. The school has made good improvements in its provision since the last inspection.

SCIENCE

- 100 Standards at the end of Years 2 and 4 are above those expected nationally in pupils' knowledge and understanding of the different aspects of science, as they were at the time of the last inspection. Standards in scientific enquiry are in line with national expectations. All pupils make good progress overall due to the good quality teaching they receive and the practical approach to the teaching of science adopted by the school. Current standards confirm the results of statutory teacher assessments at the end of Year 2 in 2002.
- 101 By the time pupils are seven most have a good knowledge and understanding of the different aspects of science. For example, they know about different forces, such as gravity, air resistance and friction. In a lesson observed during the inspection, pupils generally predicted correctly which materials would float or sink. They explained their thinking, that wood would float because it was heavy and gravity would force it down but the water would resist this pressure. Most pupils have a good understanding of simple electrical circuits, sources of light and can classify everyday materials by their properties. Pupils have frequent opportunities to carry out investigations by themselves answering questions, such as "Can you see a shiny thing in the dark?" or "Will a toy car travel further on a smooth or rough surface?" With the help of the teacher and teaching assistants they record their work in a variety of ways, making appropriate use of graphs and tables. All pupils, including those with special educational needs and lower attaining pupils, make good progress overall. The work they are asked to do usually offers a suitable challenge and they are well supported by both teaching and non-teaching staff.
- 102 By the end of Year 4 most pupils understand the need for a balanced diet and have made appropriate use of graphs and charts to research other pupils' favourite meals and what a health packed lunch should contain. In discussion, pupils referred to scientific terms, such as 'vitamins', 'carbohydrates' and 'fats' when explaining the reasons for their choices but were less secure of the benefit these had on the body. Pupils explain clearly what makes an electrical circuit and how to make a simple switch. They are aware that most metals make good electrical conductors but were unsure of why plastic was a good insulator. Pupils in Year 3 were observed making simple electrical circuits and finding out which materials were good conductors of electricity and which were good insulators. With assistance they carried out their own tests. However, a scrutiny of pupils' work in Years 3 and 4 reveals that pupils have few opportunities to design their own tests to answer a question posed by their teacher and the written results of their investigations vary little between average and more-able pupils.

- 103 Teaching is good. Teachers have a secure knowledge of the curriculum and provide a variety of practical experiences. However, insufficient opportunities are provided for older pupils to design their own experiments or to decide how to set out their own results. Relationships are good and teachers manage pupils well, having good expectations of behaviour and what pupils can achieve. Questions are used effectively to encourage pupils to think for themselves but more opportunities could be provided for pupils to discuss posed problems in pairs or small groups so that all pupils are involved.
- 104 The co-ordinator has only just returned to school after a long absence through illness. Therefore, she has had little opportunity as yet to monitor teaching and learning in the subject. However, the link governor has visited classes and reported back to the governing body. The curriculum is based on nationally recommended guidelines and through discussion with the middle school to which most pupils transfer. Regular assessments are made of pupils' attainment at the start and end of modules of work and pupils' progress and attainment recorded. Resources for the subject are good and appropriate use is made of pupils' information and communication technology skills.

ART AND DESIGN

- 105 Standards for both seven- and nine-year-olds are as expected for their age, overall. Pupils, including those with special educational needs, achieve satisfactorily. Standards are similar to those found at the time of the previous inspection. In close observational work standards are above expectations for nine-year-olds.
- 106 Both infant and junior pupils explore ideas, work with a wide variety of materials and tools, and record investigations in a range of media. Teachers provide suitable opportunities to explore colour, texture, shape, line, form and pattern. For example, Year 1 pupils investigate pieces of woven fabric, using magnifiers, to find out about weaving techniques. They use their observations to design and make paper weavings, well supported by teaching assistants who are very well briefed. They create animal pictures, using computer programs, effectively. Year 2 pupils further develop their weaving skills, making effective use of a large woven fabric picture to explore ideas for creating a background to their own collages of 'The Seasons'. They share ideas, use a wide range of materials and try out different textures to produce the right effect. They observe a variety of teddy bears and experiment with chalk, pencil and charcoal to create the form and texture of teddy bears in their pictures, demonstrating appropriate understanding of the art elements. In Years 3 and 4, pupils' previous learning is appropriately built on and extended and most make sound progress in developing their skills, knowledge and understanding. Year 3 pupils explore pattern, colour and texture, through creating and printing their own fabric designs. Year 4 pupils work with improving accuracy to represent things, using art elements with increasing confidence. They study the work of Seurat, creating pictures in his 'pointillist' style, using the computer. They closely observe pictures of Henry VIII and make very detailed, high quality portraits. Through studying the work of Hans Holbein, the teacher encourages them to closely observe and discuss different textures in his portrait of William Shakespeare. As a result, pupils compare ideas and suggest how they can improve their textures, for example, by using the side of a pencil, drawing lines closely together, or making wavy lines.
- 107 Teaching is satisfactory, overall, with some good features, particularly in Year 4, where the teaching of observational drawing is good. Generally, teachers' subject knowledge and expectations of pupils are appropriate, enabling them to make sound progress. Throughout, teachers' planning and use of resources are effective,

motivating pupils well, contributing to their good attitudes. Effective features of teaching are seen when good levels of challenge result in pupils trying very hard, and producing above average standards of work, as seen, for example, in a Year 4 lesson on portraits. Less effective features of teaching are seen when class management varies and this distracts pupils. Teachers provide very good opportunities for pupils to collaborate and to take responsibility for equipment.

- 108 The curriculum is broad, balanced and meets statutory requirements. Art documentation is helpful to staff in planning, continuity and progression. It is currently being reviewed in relation to the combination of national and local education authority schemes of work, to suit the needs of the school. Information and communications technology is used appropriately to support the development of pupils' art skills. Literacy skills are enhanced through extending pupils' vocabulary in using suitable adjectives to describe textures. The use of symmetry, pattern and shape in art effectively use pupils' numeracy skills. Teachers use art appropriately to support other subjects, such as history when juniors sketch Tudor portraits and in an infant display of 'Old Teddy Bears Museum Trip'. Good use is made of visitors to school, such as an artist working with clay, and of visits to places, for example, the Globe theatre and London museums, and of an extra-curricular craft club to support the curriculum. All pupils are included in all activities and have equal access to the curriculum. Art contributes very well to pupils' spiritual development and to their understanding of their own and other cultures. Assessment procedures are effective and assessment is used appropriately to guide the planning of new work. Subject co-ordination is good. The co-ordinator has very secure subject knowledge, supports staff very well and liaises closely with the local middle school regarding curriculum development. An Arts audit has been carried out, she has drawn up an art action plan and is well aware of strengths, areas for development and future direction for art. The school is involved in the 'Take Art' partnership. Resources are good and used well to support pupils' learning.

DESIGN AND TECHNOLOGY

- 109 No lessons were observed as there were none during the time of the inspection, because design and technology and art are taught alternatively. Evidence for the judgement on attainment comes from the photographic evidence, work on display and a discussion with the headteacher and pupils.
- 110 Standards are average at the end of Year 2 and Year 4. Pupils make satisfactory progress. In Year 1 pupils designed and made a Father Christmas sleigh out of junk materials and designed and made puppets. In Year 2, pupils worked on a project using sliders and levers to make moving pictures. They have also designed and made a model that uses an electrical circuit. This work links well with pupils' work in science. In Years 3 and 4 pupils have designed models of fruit that they have then cut out of wire using wire cutters. They then used a hammer and block to flatten the wire. Finally they soldered on the attachments. This work was part of a topic on India and contributed well to pupils' cultural development. Years 3 and 4 have been developing their knowledge of food technology during Health Week recently. Teachers encourage pupils to evaluate their work so that pupils are able to build on their skills and knowledge and improve.
- 111 Co-ordination is satisfactory. Planning is monitored regularly but there has been no monitoring of teaching and learning in classrooms, apart from the summary parts of lessons. This is an area that needs development. Good procedures for assessment have been developed. There is an up-to-date policy and planning that is based on nationally recommended guidelines. Resources are satisfactory. The school

recognises that it needs to develop workshop areas in classrooms and widen the range of books available in the library. The co-ordinator plans to develop a subject portfolio in the near future linked to the topics in the scheme of work. Standards have been maintained since the last inspection.

GEOGRAPHY

- 112 Owing to timetabling arrangements it was not possible to observe any geography lessons during the period of the inspection. Geography and history are taught alternatively. Evidence drawn from the analysis of pupils' work, display and the co-ordinator's file indicates that pupils' skills and knowledge are average. There was insufficient evidence to make judgements about teaching and learning.
- 113 In Year 1 pupils have been developing their knowledge and understanding of places by finding out about Mark, and developing their geographical skills by producing a map of Mark, and a map of the school grounds with a key. Unfortunately it is not possible for the pupils to walk about the village on a field trip to enrich this topic because of the lack of pavements along the busy main road through the village. In Year 3, pupils have been learning about direction as part of their map skills work. Other pupils have been learning about the Rainforests, Hong Kong and Chembakoli, which are topics that link well with citizenship and living in a diverse world. The teachers plan good field trips to enrich the geography curriculum. For instance, pupils visit Burnham on Sea and Weston super Mare to make comparisons between two seaside resorts. Year 4 pupils attend a residential camp in the summer term where they learn a range of geographical skills and also have the opportunity to visit the Peat Moors Centre.
- 114 Co-ordination is satisfactory. Monitoring of teaching and learning, through lesson observation has not yet begun. There is an up-to-date policy and planning is based on nationally recommended guidelines. Assessment is good as procedures have been put in place and used to plan appropriate work. Resources are satisfactory. Each classroom has an up-to-date world map on display. Standards have been maintained since the last inspection.

HISTORY

- 115 Owing to timetabling arrangements it was only possible to observe one history lesson during the period of the inspection. The standards achieved at the end of Year 2 and Year 4 are average. Evidence to support this judgement comes from the scrutiny of work, portfolio of work and displays. This is a less favourable picture than at the time of the last inspection when standards were above expectations.
- 116 Evidence drawn from the analysis of pupils' work indicates that their skills and knowledge are in line with expectations. In Year 2, pupils have been developing their knowledge and understanding of events and people in the past. They know about the Great Fire of London in 1666 and the work of Samuel Pepys. They have created timelines for homes and the Great Fire of London. They have been learning about how members of the armed forces who have died in wars are remembered on war memorials and on Remembrance Day. For their current topic 'Toys' teachers planned a good opportunity for pupils to develop their historical enquiry skills by visiting the Teddy Bear Museum at Banwell. In Years 3 and 4, pupils are learning about famous people, including the life of Henry VIII. Planning is satisfactory in terms of addressing the knowledge and skills that need to be taught.
- 117 No overall judgement can be made about the quality of teaching and learning as only one lesson was observed and there was very little evidence in the scrutiny of work.

The quality of teaching in the one lesson was good. The teacher had planned suitably challenging activities that built on the knowledge and understanding that the pupils had developed on their visit to the Globe theatre in London the previous week. Two groups of pupils were looking at pictures to find out about the travelling players and the groundlings. The teacher had planned for good use of information and communication technology. Another group of pupils was using the Internet to find out more about the theatre. In addition to finding out information, they were able to print out pictures to support their presentation of what they had found out later in the lesson. Another group of pupils was listening to a tape recording of the work of the Aldermen and they were going to report back with their information recorded on a scroll. Two other groups of pupils were finding out about wealthy people at the Globe or were sorting a timeline about the history of the Globe theatre. The teacher used questioning well in the introduction to the lesson and by giving the pupils key questions to answer in their group work. However, the introduction was too long, especially as the teacher had planned for each group to have the opportunity to report back at the end of the lesson. They therefore did not need to all sit and listen to the instructions for all groups. The teacher had planned well to give the pupils the opportunity to work co-operatively and to make decisions about how they would work in their groups. Some groups were able to negotiate a way of working more quickly than others but they eventually found a successful way that suited the participants in their group. The pupils' attitudes and behaviour were satisfactory overall. The visit to the Globe had certainly captured their interest in the topic and they were able to talk knowledgeably about the theatre and the people associated with it.

- 118 Co-ordination is satisfactory. Medium term planning for history is good and based on nationally recommended guidelines, which have been adapted to suit the school's needs. It works on a two-year cycle, as in some years there has been a need to have mixed age classes and this avoids pupils repeating topics. Resources are satisfactory. There is an up-to-date policy. To ensure that work is planned appropriately, the co-ordinator works with other teachers to help them with their planning and all teachers look for opportunities to make links with other subjects, for instance with geography. Standards have been maintained since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 119 Standards by the end of Year 2 and 4 are above national expectations. Standards have been improved since the time of the last inspection. From discussions with pupils and staff and from a scrutiny of pupils' previous work it is evident that provision for the subject has improved and is now good. As a result pupils are making good progress.
- 120 By the end of Year 2, pupils are able to use simple word-processing programs to write short pieces of work. Most pupils can change the size and type of the font and show an awareness of audience when making their choices. They write sentences, such as "I adore the sound of pop music at a disco." Or "I like the sound of children splashing in the swimming pool." To illustrate their findings in science. Higher-attaining pupils make use of the 'edit' function to cut and paste text when redrafting their work. No control work has been undertaken so far this year as this is planned for the summer term. However, pupils were able to recall work from last year how they successfully gave commands to a programmable toy to follow a simple route. Pupils are becoming confident in using CD-ROMS to access information for themselves. In one lesson, Year 2 pupils were introduced to the organisation of the program by the teacher's good use of the parallel with the contents and index pages in information books. The teacher's clear demonstration encouraged pupils to identify the next step to find the information they wanted. Pupils in Year 1 use art programs, such as

'Dazzle', to draw polar bear pictures and add text. Their work shows good co-ordination and the use of tools, such as 'line' and 'spray can', to create images and they import shapes into their work. They use a digital camera to make a pictorial alphabet of images.

- 121 Pupils in Year 3 were observed accessing Internet sites to find information about the Globe theatre, following a trip to London in the week before the inspection, and a BBC site to find out more about electrical circuits. They were confident in locating relevant information and in using their word processing skills to produce stories and letters. They are beginning to import images into their work. Pupils in Year 4 are confident in their use of computers across the curriculum. Using a digital camera they combine text and graphics to make a school newspaper. They make good use of art programs to imitate the work of Seurat using the 'pointillism' technique and make good use of data-handling programs to collect and organise information.
- 122 The quality of teaching and learning is good. A scrutiny of pupils' work and teachers' planning shows that teachers are confident in using information and communication technology in a variety of subjects to promote pupils' skills. The improved range of hardware and software are regularly timetabled for use by groups of pupils who make good progress as a result. Teachers are confident, knowing the sorts of problems that pupils are likely to encounter and reminding them of basic commands which they are likely to forget. Pupils are very keen to learn and enjoy the opportunities they receive for operating the computer themselves.
- 123 Since the last inspection, more advanced computers are available both in classrooms and in a small computer 'suite' in one of the classrooms. The co-ordinator manages the subject well. She maintains a collection of pupils' completed work which helps to level work according to the level descriptors in the National Curriculum Programme of Study. The school follows nationally recommended guidelines for the curriculum and regular assessments are made of pupils' work. The school also makes good use of the facilities of the middle school to promote pupils' attainment further. Resources are good.

MUSIC

- 124 The provision for music is very good. It is a strength of the school. Seven-year-olds and nine-year-old pupils attain standards that are above those expected for their age and enjoy music-making activities. Standards have improved since the previous inspection. Pupils, including those with special educational needs, make good progress.
- 125 All pupils are taught primarily by their class teacher but also have regular lessons with the music co-ordinator. Therefore, all pupils benefit from her subject expertise and from teaching that is at least good, and often very good. Throughout the school, the quality of singing is above expectations. In assemblies it is tuneful and expressive and pupils sing songs from memory, keeping in time to the beat. They are developing a good repertoire of songs such as 'Circle of love', which they sing with enjoyment, expression and enthusiasm, maintaining the melody well. The co-ordinator provides an excellent role model. The modulation of her singing voice and very effective instruction result in pupils improving control of diction, phrasing and performance. In lessons the teacher enthuses pupils, motivating them well to try hard, to be actively involved in tasks and to improve their performance. Planning is detailed and very effective. The teacher has high expectations, and activities challenge both infant and junior pupils, enabling them to make at least good progress. Very good class management and subject expertise and well-organised group work contribute very

effectively to the pupils' good development of skills, knowledge and understanding across the school. For instance, Year 1 pupils respond well to the teacher's practical approach and demonstration of long and short sounds. They repeat these, using untuned instruments with growing confidence and develop good understanding of duration. The teacher uses correct terminology. Her questioning is skilful, encouraging pupils to think for themselves, develop good appraisal skills and use relevant vocabulary confidently, resulting in good understanding of musical elements. For example, when she asked how the performance of a piece could be improved, one Year 4 pupil replied, 'By changing the tempo', and another answered, 'We could alter the pitch or the dynamics'. Very good relationships and use of resources elicit very positive attitudes and a brisk pace of learning. On the rare occasion where teaching is less effective, it is where pace is lost so that pupils lose concentration, or the session is slightly too long, adversely affecting progress.

- 126 The curriculum is broad, balanced and meets statutory requirements. Documentation provides helpful guidance for staff in planning, progression and continuity. Literacy skills are used well in reading songs and developing a musical vocabulary. Numeracy skills are used appropriately, counting in beats to keep in time. The use of information and communications technology in the subject is developing positively. All pupils are included in all activities, having equal opportunity and access to the curriculum. Assessment procedures are effective and assessment is used appropriately to guide the planning of new work. Subject co-ordination is very good. The very enthusiastic music co-ordinator is an Advanced Skills Teacher and is well aware of strengths, areas for development and future direction for the subject. She is well-qualified, has excellent subject expertise, has attended courses and organised in-service training for the staff and for other local schools. She has been involved in the 'Take Art' partnership, carried out an Arts audit in school and drawn up a subject action plan. She is involved in the Initial Training of Teachers and she liaises closely with the local middle school regarding music provision. Resources are good, with a wide variety of instruments, including multicultural instruments, used very well to support pupils' learning. Pupils are given very good opportunities to listen to music from other cultures, such as African songs, contributing very well to their spiritual, moral, social, cultural and multicultural development.
- 127 The very good range of extra-curricular activities includes a well attended music club, drama and music workshops, an 'in season' orchestra, singing and recorder playing, very effectively enriching the curriculum. A good number of pupils in Years 3 and 4 learn to play the violin, keyboard, guitar, clarinet and recorder, taught by visiting specialist teachers, well supporting the curriculum. A wealth of events, such as Christmas performances, Easter productions in church, summer concerts, musical evenings, visits of instrumentalists, including a Japanese drumming group enhances music provision. Pupils' involvement with the local Youth Theatre, in country dance festivals, the Cheddar Valley Music Festival, the Highbridge Arts Festival and visits to the local tertiary school, extends their musical experience very well, as well as their personal development.

PHYSICAL EDUCATION

- 128 Pupils' standards in physical education at the end of Year 2 and Year 4 are in line with national expectations. Pupils make satisfactory progress. Standards have been maintained since the time of the last inspection.
- 129 Year 2 pupils demonstrate satisfactory co-ordination and appropriate control when carrying out a variety of movements to imitate the seasons, such as the spiky shapes ice and snow can make. They twist, turn and swirl to Vivaldi's 'Four Seasons'

demonstrating imagination and variety in their movements. Teachers' good use of pupil demonstrations ensures that those lost for ideas or finding difficulty see the ideas of others and begin to formulate their own movements. In gymnastics, Year 1 pupils run, jump and skip with confidence. Higher attaining pupils roll smoothly and with good control. They extend their limbs fully when demonstrating stretched shapes and land securely when jumping off benches. All pupils work at different height levels and follow a variety of pathways in response to their teacher's instructions. Year 3 and 4 pupils show appropriate control and co-ordination when using the outside play apparatus to swing and move along poles or jump from one place to another. They are developing confidence in throwing and kicking a ball and in positioning themselves strategically in invasion type games.

- 130 The quality of teaching and learning in Years 1 and 2 is satisfactory. Teachers have a clear knowledge and understanding of the curriculum. They manage pupils well and ensure that safety implications are always followed. Pupils respond well to the work provided for them and enjoy improving their performance through repetition. No lessons were observed in Years 3 and 4.
- 131 The subject is satisfactorily managed. The co-ordinator has only just returned to school after a long absence through illness. Therefore, she has had little opportunity as yet to monitor teaching and learning in the subject. She has updated the school scheme of work through discussion with staff and the link governor. This is based on a variety of schemes including nationally recommended guidelines. Resources are satisfactory. Appropriate provision is made for the teaching of swimming.

RELIGIOUS EDUCATION

- 132 By the end of Years 2 and 4 pupils are on course to achieve standards in line with the expectations of the locally agreed syllabus and make satisfactory progress in their learning. Standards have been maintained since the time of the last inspection.
- 133 Pupils' in Year 2 know that Jesus taught moral principles of how we should behave to one another through the telling of parables such as the Prodigal Son. They empathise with the characters involved and are able to talk about situations in their own lives when they should say they are sorry. Pupils know a variety of Bible stories, such as Jesus helping to find fish in the lake at Galilee, and understand some of the religious significance of the Jewish festival of Hanukkah. They also know about the Christmas story and the Jewish festival of the Passover. Pupils in Year 4 have a sound understanding of the main Christian festivals and similar festivals in other world religions, such as Hanukkah and Diwali. They learn about signs and symbols in religion and most pupils understand the difference. In a lesson observed during the inspection, pupils talked knowledgeably about the Bible story of Noah and the Ark and contributed well when discussing the symbolism of the olive branch. Pupils demonstrate maturity in their thinking about a variety of religious customs.
- 134 The quality of teaching and learning is satisfactory and varies from satisfactory to good. Teachers have a good knowledge and understanding of major world religions and make good use of a range of books and artefacts in their teaching. Good links are made with other stories the pupils have heard in assembly and good use is made of drama in acting out the different Bible stories they are taught. The taught curriculum follows the locally agreed syllabus and provides teachers with a suitable structure for planning.
- 135 The co-ordinator manages the subject well. She monitors teachers' planning and samples pupils' work through regular class assemblies and work displayed in

classrooms. Good quality assemblies are also used to promote pupils' religious education knowledge and understanding. Assessments of pupils' attainment are made through teacher questioning and the observation of discussions. Resources are satisfactory.