

INSPECTION REPORT

**DRAYCOTT AND RODNEY STOKE CE VA
FIRST SCHOOL**

Draycott, Cheddar

LEA area: Somerset

Unique reference number: 123832

Headteacher: Mrs V. White

Reporting inspector: Mr C. D. Taylor
23004

Dates of inspection: 20th - 22nd January 2003

Inspection number: 248512

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	School Lane Draycott Cheddar Somerset
Postcode:	BS27 3SD
Telephone number:	01934 742052
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J. Hampton
Date of previous inspection:	22 nd - 25 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23004	C. Taylor	Registered inspector	<p>Areas of learning for children in the Foundation Stage</p> <p>Mathematics</p> <p>Information and communication technology</p> <p>Geography</p> <p>History</p> <p>Music</p>	<p>Information about the school</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
19335	S. Dixon	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
20950	R. Burgess	Team inspector	<p>Educational inclusion</p> <p>Provision for pupils with special educational needs</p> <p>English</p> <p>Science</p> <p>Art and design</p> <p>Design and technology</p> <p>Physical education</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Draycott and Rodney Stoke Church of England First School is a voluntary aided school catering for boys and girls aged four to nine years. The school is much smaller than most primary schools, with 78 full-time pupils. The school serves two adjacent villages in rural Somerset, together with the surrounding farms and hamlets. A few children come from the nearby village of Cheddar. Numbers have remained fairly steady since 1997. Nine per cent of pupils - below the national average - are known to be eligible for free school meals. Most pupils have attended a nursery or pre-school playgroup and join the reception class with levels of attainment roughly typical for their age. Thirteen per cent of pupils - below the national average - are on the special educational needs register. No pupils have statements of special educational needs. Most pupils with special needs have moderate learning difficulties or behavioural difficulties. No pupil is from an ethnic minority and none speaks English as an additional language. At the time of the inspection, the school was coping very well with staffing difficulties caused by the temporary absence of two teachers and the retirement of another. As a result, pupils were being taught by the headteacher, a newly qualified teacher and two temporary teachers.

HOW GOOD THE SCHOOL IS

Draycott and Rodney Stoke CE First is a very effective school. Teaching and learning are good throughout the school. Pupils' attitudes to learning and their behaviour and relationships are good. Consequently, they make good progress as they move through the school. Standards are above the national average in English and mathematics by the end of Years 2 and 4, though they fluctuate from year to year because of the small numbers. Attendance is well above the national average. The school benefits from very good leadership and a strong commitment by all staff to improve the school further. Although expenditure per pupil, as in many small schools, is well above the national average, the school provides good value for money.

What the school does well

- Good teaching throughout the school ensures that standards are above the national average.
- Pupils' attitudes, behaviour and relationships are good; attendance is well above the national average.
- Pupils with special educational needs are well provided for.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The headteacher provides very good leadership and management.
- Very good parental and governor involvement has a strong positive impact on the work of the school.

What could be improved

- Assessment is not rigorous enough in subjects other than English, mathematics and science. It is not used sufficiently in these other subjects to plan work that closely meets the needs of pupils of different abilities and ages in the mixed-age classes.
- There are not enough computers and software resources, especially for younger pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in 1997, the school has made good progress, overall, in improving the areas identified in the last inspection report. It has made good progress in developing assessment procedures in English, mathematics and science, and in using these to plan teaching and learning appropriate to the needs of pupils of different ages and different

abilities. It has made substantial improvements in planning the curriculum, and has provided more challenging work, especially for higher-attaining pupils. It has made good progress in adopting effective procedures for the governing body to monitor and evaluate the work of the school. It has improved the amount of information that parents receive about their children's progress, but has not made sufficient progress in providing them with information about what is taught. In addition, teaching and learning have improved and standards are higher. Provision for pupils with special educational needs has improved and is now good.

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	D	E	A	B
writing	C	C	B	C
mathematics	E	C	B	C

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

Because of the small numbers in each year group, there is a considerable variation in standards from year to year. One pupil represents a large percentage and this can have a big effect on standards. Inspection findings show that attainment in the current Year 2 is above the national average in writing, mathematics and science, and well above average in reading. This is similar to standards gained in the national tests in 2002. Standards are in line with national expectations in all other subjects except in art and design, where standards are above expectations. Standards have improved in English, mathematics and science as lower-attaining pupils receive good support from learning support assistants while higher-attaining pupils benefit from suitably challenging work. Attainment at the end of Year 4 is above national expectations in English, mathematics and science. Standards in all other subjects are close to those expected nationally, except in art and design where standards are higher than expected. Pupils with special educational needs make good progress because of the additional support they receive. Suitable targets have been set to improve standards in English and mathematics in the national tests in 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and are well motivated. They are enthusiastic and involved in all school activities.
Behaviour, in and out of classrooms	Good. Pupils are polite and helpful and behave well in class and around school. There were no exclusions during the last year.
Personal development and relationships	Good. Relationships between pupils and with members of staff are good. Pupils are given plenty of opportunities to take initiative and to carry out responsibilities around the school.

Attendance	Attendance is well above the national average. Punctuality is good.
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TEACHING AND LEARNING

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

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

Teaching is good in all classes. The teaching of literacy and numeracy skills in English and mathematics and across other subjects of the curriculum is good throughout the school. Strengths in teaching include effective teaching methods where work is closely matched to pupils' individual needs, good classroom management and very good use of support staff and resources. Teachers make good use of information and communication technology (ICT) to assist teaching and learning across different subjects of the curriculum. As a result, pupils make good progress during their time at the school. Pupils with special educational needs receive all the help they need. Aspects of teaching were occasionally less successful when recording of work was too difficult for younger pupils or pupils were not reminded sufficiently about previous work. Homework is used effectively to reinforce pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced. All the requirements of the National Curriculum are met. There is usually a good range of extra-curricular activities for the size of the school, though there were fewer during the inspection because of the staffing difficulties.
Provision for pupils with special educational needs	Good. Pupils receive plenty of assistance and make good progress towards the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for pupils' moral and social development is very good, with clear teaching of right and wrong. Provision for pupils' spiritual and cultural development is good, and includes visits to the church, theatre, museums and places of historical interest.
How well the school cares for its pupils	Good. Procedures for the personal support and guidance of pupils and for promoting good behaviour and attendance are effective. The school has sensible strategies in place to check how well pupils are doing in English, mathematics and science, but procedures are not rigorous enough in most other subjects. Teachers generally use what assessments are available well to plan work that is appropriate for pupils of different abilities and different ages.
How well the school works in partnership with parents	Good. The school benefits from very good parental involvement and receives the valuable support of a strong parent-teacher association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership and ensures that the school is moving forward with clear educational direction. Current staffing difficulties have been managed very well. Subject co-ordinators normally monitor teachers' planning and pupils' work well. During their absence, other staff are currently sharing management responsibilities effectively on a temporary basis.
How well the governors fulfil their responsibilities	Good. Governors carry out their statutory duties well, with the exception of a few omissions in the prospectus and annual report. They are actively involved and play an effective role in helping to shape the direction of the school.
The school's evaluation of its performance	Good. The headteacher and governors monitor and evaluate the school's performance well and have a good grasp of its strengths and weaknesses.
The strategic use of resources	Good. The school supports educational priorities well through good financial planning. Specific grants, including funding for pupils with special educational needs, are used well. The school applies the principles of best value by comparing itself with other schools, consulting widely, and ensuring competition through tendering. The accommodation is good, and has improved greatly with the building of a new hall and classroom. Resources are good, overall, but more computers and software are needed to assist teaching and learning, especially for younger pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • They make good progress in their work. • Behaviour in the school is good. • The teaching is good. • Parents feel comfortable about approaching the school with a problem. • The school expects children to work hard. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • Nearly half the parents responded to the questionnaire. A quarter of those who responded felt that they are not kept well informed about how their children are getting on. • Almost the same number felt that the school does not work closely enough with parents. • A third of those who responded felt that the school does not provide an interesting range of activities outside lessons.

The inspection findings support the parents' very positive views. While agreeing that parents do not receive enough information about what is taught and that the clarity of pupils' reports should be improved, it is the inspectors' judgement that parents are generally kept well informed about their children's progress. The school's partnership with parents is very good. The range of extra-curricular activities is good for a small school, though fewer activities were on offer during the inspection because of staffing difficulties.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the school, attainment is broadly typical for their age, though children's attainment on entry was lower, overall, this year, while other classes have a higher proportion of pupils who started school with above average skills. All children, including those who have special educational needs, make good progress towards the early learning goals for young children. By the end of the reception year, most children reach the levels expected for their age in personal and social development, communication, language and literacy skills, mathematical understanding, knowledge and understanding of the world, creative development and physical development. This is similar to standards at the time of the previous inspection.

2. By the end of Year 2, inspection findings show that the attainment of pupils is above average in writing, mathematics and science, and well above average in reading. Attainment was found to be close to the standard expected nationally in all other subjects except in art and design, where standards are higher than expected. This is an improvement on the previous inspection when standards were reported to be in line with national expectations in all subjects except history, where they were below expectations. Standards have improved in English, mathematics, science, art and design, and history, due to better teaching. Overall, standards are similar to the results of the national tests in 2002 when attainment was well above average in reading and above average in writing and mathematics. Standards shown by teachers' assessments in science were above the national average. There are no significant variations in attainment between girls and boys.

3. In English, inspection findings indicate that attainment in the current Year 2 is above the national average. Pupils' speaking and listening skills are better than those expected for their age and most pupils make good progress in developing confidence when speaking. Teachers have good communication skills and use questioning well to encourage pupils to speak in whole class situations. In reading, standards are well above average for their age. Most pupils make very good progress because they are taught effectively and have plenty of opportunities to read at school and at home. Standards in writing are above average, as pupils are taught how to construct stories and write for a variety of purposes. Most pupils use appropriate punctuation, and are able to spell simple words correctly. Standards in handwriting are generally good, though the attention given to neatness and presentation in handwriting books is not always evident in other work. Extra assistance provided for pupils with special educational needs helps them to make good progress.

4. In mathematics, inspection findings indicate that attainment in Year 2 is above the national average. Most pupils perform at least in line with national expectations and make good progress, while higher-attaining pupils are given suitably challenging work and do even better. There is a good focus on basic numeracy, counting and mental calculation skills, as well as solving simple word problems. In science, inspection findings indicate that attainment by the end of Year 2 is above national expectations. Pupils have a good understanding of materials and living things and are given plenty of opportunities to carry out their own investigations. All pupils, including those with special educational needs, make good progress in science. Pupils' attainment in ICT is in line with standards expected nationally at the end of Year 2 and pupils use the mouse and the keyboard with increasing confidence.

5. At the end of Year 4, inspection findings show that standards are above national expectations in English, mathematics and science. Attainment was found to be close to the standards expected nationally in all other subjects except in art and design, where standards are above national expectations. Most pupils, including those with special educational needs, make good progress, and there are no significant variations in attainment by gender. Standards have improved in English, mathematics, science and art and design since the previous inspection because of good teaching.

6. Inspection findings indicate that, in English, pupils continue to make very good progress in their reading as there is a well-structured programme and pupils take books home regularly. Pupils make good progress in developing their speaking skills and often join in discussions and role-play to develop their confidence. Standards in writing are better than usual as pupils are encouraged to develop a wide range of interesting vocabulary to improve their written work. Standards of handwriting and presentation are generally good.

7. In mathematics, inspection findings indicate that attainment in Year 4 is above what is expected nationally. The successful adoption of the National Numeracy Strategy throughout the school has ensured that teaching is focused well on appropriate skills. In science, standards are above national expectations. Pupils make good progress in their understanding of physical processes and living things, and they are given ample opportunities to carry out their own investigations. Attainment in ICT is in line with national expectations. Pupils develop their keyboard skills and learn to use e-mail and the Internet to enhance their research skills.

8. Suitable targets have been set to raise standards further in English and mathematics in 2003. In particular, the school has focused on improvements in spelling, additional writing across all subjects of the curriculum and identifying weaker areas in mathematics.

Pupils' attitudes, values and personal development

9. Pupils' attitudes, values and personal development are a strength of the school, and contribute greatly to the pleasant and enthusiastic environment in which pupils learn.

10. Pupils have good attitudes to their work. They enjoy coming to school and approach all their activities with enthusiasm. They listen well to their teachers and each other, and instructions are followed quickly and quietly. Pupils work hard and maintain concentration throughout the day. When presented with challenging and stimulating questions they offer thoughtful and confident replies. Independent learning skills are good, and pupils use computers and reference books confidently for research. Pupils are encouraged to take responsibility for their own learning from an early age. Independence within the classroom is encouraged and pupils are provided with individual targets in English and mathematics. Pupils work well on their own or in small groups. Resources are shared willingly and younger pupils respond well to activities that require them to take turns and listen to the ideas of others. The high value placed upon pupils' achievements is evident in the good quality displays of work in the classrooms, shared areas and the hall.

11. The behaviour of the majority of pupils is good. This has a beneficial effect upon their learning and upon the school community as a whole. Most pupils behave consistently well in lessons, assemblies and at lunchtimes. There are a few occasions when a small number of pupils display a lack of self discipline and behave less well in lessons and assemblies. There have been no exclusions in the past year but appropriate procedures are in place should they be needed.

12. Relationships between all members of the school community are good. Teachers and classroom assistants treat pupils with care and respect. In turn, pupils are polite and helpful towards each other and to adults. They work and play together amicably. Older pupils, in particular, adopt a mature and caring approach to those younger than themselves. In lessons, the good relationships among pupils and with teachers have a very positive effect on pupils' learning and on the confidence with which they offer ideas and opinions.

13. Pupil's personal development is also good. Pupils act responsibly and are provided with good opportunities to carry out class duties. They are encouraged to play a part in the whole school community by, for example, offering ideas and designs for a quiet garden. Opportunities are given during lessons and class discussion times to express thoughts and feelings and to consider others' values and beliefs. A residential visit for older pupils provides them with experiences that build confidence and self-reliance.

14. Attendance rates are well above the national average. Pupils are eager to come to school and usually arrive on time. Parents provide the school with good information about absences. These are largely due to childhood illnesses and only a small number of families take holidays during term time. Registration time is brief and efficient and provides a prompt start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Teaching is good throughout the school. During the inspection, it was never less than satisfactory and was good or better in three-quarters of the lessons. This is an improvement on the previous inspection, when teaching was reported to be sound, overall, and good or better in a sixth of all lessons. Where teaching is particularly good, it often involves effective teaching methods that closely match work to pupils' individual needs, good class management and very good use of support staff and resources. Where aspects of teaching are occasionally less successful, this is because the method of recording is too difficult for younger pupils or pupils are not reminded sufficiently about previous work. Consequently, some pupils do not make such rapid progress as they might.

16. Teaching for children of reception age is good. Children are taught literacy and numeracy skills in a single-age reception class in the mornings, while they are joined by six of the younger pupils in Year 1 for other subjects in the afternoons. This arrangement works well for both age groups. The teacher and learning support assistant have a good understanding of how young children learn, and make learning enjoyable. They have suitably high expectations for all the children and constantly encourage them to build their confidence. The curriculum is well planned and lessons have clear learning objectives, leading towards suitable early learning goals for the younger children. The teacher frequently checks children's knowledge and understanding, and provides tasks that are well matched to children's individual needs. There are good relationships with all children and the adults provide good role models. They give good support and guidance to children with special educational needs, who make good progress as a result.

17. Teaching is good in all subjects in Years 1 to 4 except in ICT, where it is sound. No teaching was seen in geography. Good teaching is the key to the improvement in standards since the previous inspection.

18. Teachers' subject knowledge is good. This ensures that pupils learn sound techniques and acquire accurate information. In a Year 3 and 4 art and design lesson, for example, one teacher used his knowledge of William Morris prints to encourage pupils to make their own designs in a similar style. The teaching of literacy and numeracy skills is good. Teachers' planning is effective and benefits from following the guidelines in the National

Literacy Strategy and the National Numeracy Strategy. In most other subjects, planning follows national guidelines and this helps to ensure that teaching builds on earlier work in a logical order. Teachers make the learning objectives clear at the start of lessons, and review what pupils have learned at the end. This helps pupils to consolidate their learning.

19. Teachers' planning in English, mathematics and science uses the results of assessments to ensure that work planned for pupils of different abilities and different ages in the mixed-age classes closely matches their individual needs. In a mathematics lesson in Years 1 and 2, for example, lower-attaining pupils played a game with beads in order to learn pairs of numbers adding up to seven, eight or nine. Average pupils used a number line to learn addition facts within 20, while higher-attaining pupils identified pairs of numbers which added up to ten or 20 before adding two or three other numbers to the total. Teachers have suitably high expectations and ensure that work for older and higher-attaining pupils in these subjects is challenging enough so that they make sufficient progress. This is a good improvement on the previous inspection.

20. In other subjects, assessment is not always used as effectively, and work is not always matched so closely to individual pupils' needs. As a result, younger and lower-attaining pupils occasionally find the work too difficult while higher-attaining pupils do not make as much progress as they could. This occurred in an ICT lesson in Years 1 and 2, for example, where pupils of higher ability were set the same task as other pupils, and one boy became frustrated because the computer program was not sophisticated enough to reproduce his detailed artwork.

21. Teachers employ a good variety of teaching methods. They usually commence lessons by referring to the previous lesson to reinforce pupils' learning. Occasionally, this reference is not detailed enough to help pupils to remember information in sufficient detail. This occurred in a Year 3 and 4 history lesson, where insufficient time was allowed for pupils to discuss a video seen during the previous lesson and, as a result, lower-attaining pupils could not remember enough information to write in detail about Victorian schools. Teachers make good use of searching questions to encourage pupils to think, and develop pupils' vocabulary by using the correct mathematical, scientific or musical terminology. In a Year 3 and 4 mathematics lesson, for instance, the teacher referred to *multiples* and *inverse operations*, while pupils in a Year 1 and 2 music lesson learned to use the terms *rhythm* and *beat* correctly.

22. In science, there is a good emphasis on pupils carrying out their own investigations. In Years 3 and 4, pupils explored how light is reflected from different surfaces, while in Years 1 and 2, pupils conducted their own practical experiments to see which forces are used to turn a waterwheel or to shape modelling clay. Pupils generally record their observations in an appropriate manner, but in this lesson, most younger pupils found it too difficult to record their results in sentences, and made less progress as a result. Teachers often use pupils' skills to demonstrate good practice to the rest of the class. In a reception and Year 1 physical education lesson, for example, pupils with good expertise demonstrated how to travel round the hall using light and heavy movements. This helped other pupils to evaluate and improve their own work.

23. Good relationships between teachers and pupils produce a cheerful and productive atmosphere. Effective class management is reflected in high standards of behaviour and positive attitudes to work. As a result, pupils are keen to learn and usually concentrate well. This was clearly evident in a Year 3 and 4 music lesson where the teacher asked pupils to sing with scary voices and the pupils joined in sensibly without losing self-control.

24. Teachers use time and resources well. They time activities carefully to keep lessons

moving at a brisk pace. Support staff work closely with teachers during lessons and provide valuable assistance for pupils with special educational needs. They help with work that matches children's needs closely and, consequently, these pupils make good progress. Occasionally, support staff withdraw small groups of pupils for additional help. Six pupils in Year 2, for example, made good progress in a group reading session led by a learning support assistant. Teachers make good use of a wide variety of teaching resources, and this helps to maintain pupils' interest and concentration. In a history lesson in Years 1 and 2, for instance, the teacher made good use of the photographs in a large print book, showed a variety of old and new toys and encouraged pupils to access a CD ROM to research information on Victorian toys. This also illustrates the good use of ICT by teachers to assist teaching and learning across different subjects of the curriculum. Teachers mount attractive displays of pupils' work in classrooms to stimulate pupils' thinking. Homework is used well to reinforce and extend learning, while marking encourages and motivates pupils, and often includes helpful comments on how the work can be improved, especially for older pupils.

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

25. The curriculum is good and has improved significantly in quality and range since the previous inspection. It is broad, well balanced and provides a stimulating and varied learning experience for all pupils. Statutory requirements are met and all the National Curriculum subjects receive sufficient coverage.

26. The quality of the curriculum for children of reception age is good and encourages a brisk rate of learning. Work covers all six areas of early learning and provides a broad range of stimulating activities. All staff are very successful in developing the personal, social and emotional development of children, which allows them to become independent learners and to co-operate effectively with each other.

27. Significant improvements have been made in the quality of curriculum planning since the previous inspection. Effective long term planning ensures a comprehensive overview of the curriculum and joint planning by teachers results in subjects being taught in a logical order throughout the school. Good links between the local schools ensures that all first schools cover the same topics and there is good continuity when pupils transfer to the middle school. Schemes of work have improved and more formal monitoring of lessons has been developed. The school has implemented the National Literacy Strategy and the National Numeracy Strategy very effectively and this has resulted in better teaching and higher standards. Improved standards in ICT reflect the recently improved provision in this area, following the adoption of a skills-based scheme of work based on national guidelines.

28. The school has a good policy for personal, social and health education, which includes a drugs awareness topic. Sex education is not taught as a separate subject, but all children's questions are answered honestly, within the context in which they arise. The school is also very successful in promoting pupils' personal and social development, preparing them very well for the next stage of their education.

29. The good provision for pupils with special educational needs and for those who are gifted and talented effectively ensures that all pupils are fully included in lessons and have equal access to the curriculum. This reflects the school's aims to encourage and to help pupils achieve the highest standards of which they are capable. Pupils with special educational needs are identified early. Their individual education plans are detailed and are regularly updated. Learning support assistants are well briefed by teachers as to how they can assist individual pupils. As a result, the quality of support is good and ensures that pupils progress well. Review procedures are carried out regularly and the Code of Practice is fully in

place. Challenging tasks set for those identified as high-attaining pupils ensures that they make good progress in accordance with their abilities. This is a good improvement since the previous inspection.

30. There is a good range of extra-curricular activities for a small school. These are often held at lunch times and include playing the recorder in one of five different groups, a computer club, drama activity and a country dancing class. A good number of children are taught to play brass instruments, violin, keyboard or guitar by visiting peripatetic teachers. Pupils visit many places of historical interest, such as the Rural Life Museum at Glastonbury, the Iron Age village at Westhay and Wells Cathedral. Pupils in Year 4 are given opportunities to visit the middle school. The school has strong and effective links with the local church and the local community. These aspects of the school's life enrich the curriculum and contribute effectively to pupils' personal, spiritual and cultural development.

31. The good provision for pupils' spiritual, moral, social and cultural development affects all aspects of school life positively and is one of the school's strengths. Pupils' spiritual development is good. The school lays considerable emphasis on promoting a strong Christian ethos. Pupils receive many opportunities to explore the values and beliefs of the Christian faith through the daily assemblies and the strong links that the school has with the village church. The school's mission statement is well reflected in the daily life and conduct of its pupils. Spiritual development is also well promoted through other aspects of the curriculum. It provides very good opportunities for pupils to explore their personal creativity, for example, in art and design and in music, and to reflect on matters important to them in personal, social and health education and through the discussion of texts in English.

32. The school's provision for moral development is very good. Pupils' moral and social development underpins the school's life. When children join the reception class they learn to trust others and to play and work together well. This lays successful foundations for the good quality of behaviour and attitudes found in the school. High expectations of pupils' behaviour also form an important element in their moral development. Teachers and other staff provide pupils with very good role models and the school successfully encourages pupils to relate positively to other pupils, staff and visitors. Topics in geography and history provide pupils with opportunities to think about moral issues from the past and to discuss current concerns about the environment.

33. The provision for pupils' social development is also very good. The school is a significant focus for the local community. It encourages pupils to feel part of that community by visiting the local church, singing carols around the village, and visiting sheltered housing for the elderly. Pupils enjoy working together in small groups and learn to share equipment and help one another develop ideas. Pupils accept responsibility for distributing and tidying away resources they use in their classrooms. Each year, pupils help to raise funds to support a national or local charity. Recently, children have helped in raising funds for the school's own charitable trust.

34. The school makes good provision for pupils' cultural development. The school teaches pupils to appreciate their own cultural traditions and to celebrate the diversity and richness of other cultures through studying life in countries such as India, Kenya and Australia. Pupils are encouraged to appreciate their own cultural heritage through work done in art and design and music, where they study and copy the work of famous musicians and artists. They enjoy regular visits by touring theatre groups and participate in local projects such as the local music festival and a Community Arts project based around a story-telling rug. Parents and members of the community provide good cultural links, and join in projects such as the school's Musical Extravaganza. Pupils begin to appreciate Aboriginal art and music at the Commonwealth Gallery, learn about life in India during geography lessons, and

study different faiths and customs in religious education. A wide variety of multicultural books and resources has been purchased since the previous inspection and this helps pupils appreciate the wide range of cultural diversity within our own society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides a safe and caring environment where all are equally valued. Pupils are well supported by the good relationships that exist and they feel confident and happy during their time at school. Teachers and support staff know the pupils well and are sensitive to their particular needs and difficulties.

36. There are good arrangements for the care and protection of all pupils. There is a comprehensive health and safety policy that is complemented by careful daily practice and by the sensible approach that pupils make to practical activities. The procedures for child protection are also good. All adults in school are suitably trained and aware. There is a good policy and suitable written guidance.

37. Procedures for assessing pupils' attainment and monitoring their academic progress are satisfactory, overall. There is a good system for checking and recording pupils' attainment in English, mathematics and science, but this good practice does not extend to other subjects. Pupils' individual progress is tracked efficiently in English and mathematics and provides the information needed to set each pupil their own targets in these subjects.

38. The use of assessment information to guide curricular planning is also good in some subjects but less well developed in others. For example, the analysis of optional national tests for pupils in Year 4 has been used effectively to develop an improvement plan for writing. Assessment information is used well in English, mathematics and science to plan ahead and set targets for the whole school, for groups or for individuals. As a result, pupils' work is usually challenging and well matched to individual needs in these subjects. This is a significant improvement since the last inspection. Elsewhere in the school, lessons are evaluated regularly and teachers adjust the next lesson accordingly. There is insufficient assessment information, however, to ensure that work is always matched closely enough to the needs of individual pupils in most other subjects. The school procedures for recording and monitoring the progress of pupils with special educational needs are good and work is matched well to their needs. This is also an improvement since the last inspection. Information is used effectively in the reception class to meet the needs of young children.

39. Procedures for monitoring and supporting pupils' personal development are good. Although there are no formal recording procedures, pupils are all well known to staff and are well supported. They are encouraged to develop as individuals, to grow in confidence, and to take responsibility for their own learning. They are fully involved in the setting of individual targets in English and mathematics and are encouraged to evaluate their own work.

40. Procedures for monitoring and promoting high standards of behaviour are good. There is a clear system of rewards for good work and excellent behaviour that is applied consistently across the school and well understood by pupils. This represents an improvement since the last inspection. Procedures for monitoring and eliminating oppressive behaviour are also good. Conflict and bullying are rare, but issues surrounding them are dealt with well in class discussion times and assemblies.

41. Procedures for monitoring and improving attendance are satisfactory. The school meets statutory requirements for the registration of pupils and this is done efficiently. Attendance is monitored well and clear messages about attendance issues are provided for parents. However, attendance figures are not reported fully in the school prospectus and the

governors' annual report.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school's partnership with parents is good. Parents' views of the school are good. They support the school well and are appreciative of all that the school offers. They feel that the teaching is good, staff are approachable, behaviour is good and that the school helps their children to become mature and responsible. Some parents are unhappy with the information about how their children are getting on, while some feel there are not enough activities outside lessons. The inspection findings support all the parents' positive views. The range of activities, however, is good for a small school, with a number of extra-curricular clubs, often provided at lunchtimes. There is a wealth of visits to places of interest, and many visitors to school who support the curriculum well and enrich pupils' education. Inspectors agree that information about pupils' progress could be presented more clearly.

43. The effectiveness of the school's links with parents is good. Parents are welcomed into school and are closely involved in its life and in their children's education. Parents are invited to school performances and assemblies and have good opportunities to gain insights into the work that their children do. A wide variety of open days and meetings are held, with special events such as a science week and a reading workshop. Daily contact is good and teachers are readily available at the start and finish of the day. Parents are consulted about specific issues as they arise, such as a survey about homework.

44. The impact of parental involvement on the work of the school is very good. Many parents are able to offer help in the classrooms with a variety of tasks, and this has a very positive effect on pupils' learning. School meetings and events are supported enthusiastically by parents, indicating strong commitment to the school and to their children's education. The Parent Teacher and Friends Association provides strong support for the school. The association organises a variety of fund-raising and social events both for pupils and parents. These are very well supported and funds raised provide the school with welcome additional resources.

45. The quality of information provided for parents is satisfactory overall. Regular newsletters keep parents well informed about the life of the school. The school prospectus and the governor's annual report are useful documents but omit some information on attendance rates and National Curriculum test results. While parents are generally well informed, insufficient information is provided about the curriculum and the work that pupils will be doing. This hampers parents' ability to offer full support at home. There are two consultation events each year and parents are welcome to make appointments at any other time. Written reports offer detailed information but often lack clarity. While successes and areas of difficulty are often identified, these are sometimes unclear.

46. Parents of pupils with special educational needs are well informed about their children's progress and their targets for improvement. They are invited to regular reviews and to observe their children at work. This is an improvement since the last inspection.

47. The contribution that parents make to their children's learning at home and at school is good. Homework is supported well, and is provided consistently and in line with national expectations. Parents are clearly committed to supporting their children's learning and this is reflected in pupils' very good attendance levels and the strength of the partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides very good leadership. Through clear priorities and realistic plans for the future, she is committed to meeting the needs of pupils of different abilities and of those with special educational needs. She fulfils an important pastoral role and is regularly seen assisting in class, monitoring teaching and children's work informally, and encouraging pupils and staff alike. She has good relationships with parents and keeps them well informed of school events. She works closely with the other teachers, sharing ideas and co-ordinating their planning. As a result, the school is moving forward with clear educational direction.

49. The school has good aims and values that are reflected very well in its work. The school seeks to develop enquiring minds and a spirit of curiosity, to promote an understanding of the Christian faith and to develop high self-esteem and positive relationships. It aims to provide imaginative teaching in a stimulating environment and a high quality partnership between school, home, church and community. It does this, for example, by providing a wide variety of learning resources and an enriching programme of extra-curricular activities and visits. It is largely successful in these aims.

50. The management of the school is very good. The headteacher has managed the current staffing difficulties very well, and has maintained high standards during several years of disruption due to the new building project. She works with teachers when they are planning together and has a clear overview of planning across the school. In addition, she has observed teaching in every class, making suggestions on how to raise pupils' attainment. Some of these visits form part of the performance management programme that is operating successfully. The headteacher teaches and assists regularly in all classes and has a good grasp of pupils' standards. She analyses National Curriculum test results and optional test results to track pupils' progress from year to year and identifies weaker areas of the curriculum that need attention.

51. During the current staffing difficulties, it has not been possible to delegate curriculum responsibilities to the newly qualified teacher and the two temporary staff. Prior to this, subject co-ordinators developed new schemes of work and policy documents, monitored pupils' standards effectively, audited resources and proposed new developments to be incorporated into the school improvement plan. Further development of the role of the subject co-ordinators is planned for next year, when there will be a full complement of permanent staff.

52. The headteacher carries out her duties well as special educational needs co-ordinator. She keeps teachers up to date with the Code of Practice. In consultation with teachers, she draws up effective individual education plans for pupils and updates them regularly. The school makes good use of learning support assistants to promote the learning, behaviour and welfare of these pupils.

53. The governors provide strong support for the headteacher and fulfil nearly all their statutory responsibilities well, with the exception of a few omissions in the school prospectus and the annual report to parents. They have a good working knowledge of the school and a good understanding of its strengths and weaknesses. They are kept well informed by regular reports from the headteacher. Several governors, including the Chair, help in school on a regular basis. Link governors for each class and for literacy, numeracy and special educational needs have observed teaching throughout the school and have reported their findings back to the governing body. Committees meet regularly to discuss the curriculum, personnel, health and safety and the school's finances. Governors debate standards, performance management and budget issues and help to determine the priorities facing the school. The governors recently undertook a self-evaluation of their role and, as a result, introduced an induction pack to help new governors become acquainted with the school more rapidly. Several governors have taken part in training sessions to improve their

effectiveness. The school has benefited greatly from the more active involvement of the governors since the previous inspection.

54. Educational priorities are supported well through the school's financial planning. The detailed school improvement plan identifies appropriate targets and ensures that resources are directed towards raising pupils' attainment. The personnel, resources and timings are identified clearly, and there are sound criteria by which the impact of these developments can be evaluated. New developments are linked appropriately to the annual budget. The school makes good use of resources allocated to assist specific groups of pupils such as those with special educational needs. The governors' finance committee monitors the school's budget regularly and satisfactory financial controls are in place. The large carry-over from the previous financial year was earmarked for the extensions to the school buildings. As much of this money was subsequently raised by the new charitable trust, the school plans to reduce its reserves by purchasing new resources, renovating the schoolhouse and providing wheelchair access to the new buildings. The principles of best value are applied well. The school seeks competitive tenders for all major spending decisions to ensure it receives good value for money. It assesses its performance in comparison with other schools, and consults widely to gain the opinions of parents and staff. Day-to-day administration is efficient and computers are used effectively for handling payments and for keeping pupils' records.

55. Staff and governors share a very good commitment to improving the quality of teaching and learning and the school has the capacity to succeed. Appropriate targets have been set for raising standards in English, mathematics and science in the national tests in 2003.

56. The school is currently experiencing staffing difficulties caused by the retirement of the senior teacher and the departure of two other teachers on maternity leave. The school has nevertheless been well staffed by a newly qualified teacher and two temporary teachers. Teachers are supported effectively by learning support assistants who are well briefed for their roles and provide carefully focused help in lessons. The quality of administration is also good and this ensures the school runs smoothly. Arrangements for the induction of new teachers work well and meet national guidelines.

57. The school has benefited greatly from the building of an attractive extension since the previous inspection. The school now has a large hall, suitable for whole-school assemblies, gymnastics and dance lessons, and the facilities for children of reception age have improved markedly. This has helped to raise standards. While accommodation, overall, now meets the needs of the planned curriculum well, conditions in the Year 3 and 4 classroom are still cramped. The building is very clean and is maintained to a high standard. Classrooms are suitably furnished and the quality of display throughout is good. Outside, there is a good-sized hard play area, a small garden and conservation area and an adventure playground with a trim trail.

58. Overall, the school is well resourced with materials to support pupils' learning, although there is currently a need for more computers and software, and some items of equipment for physical education. There is a satisfactory stock of books in the school library, though having recently been moved into the schoolhouse, this area is in need of some refurbishment. Resources are used effectively and are easily accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to improve the quality of education provided, the governing body, headteacher and staff should:

- (1) Develop procedures to check pupils' attainment and progress in subjects other than English, mathematics and science, and use these assessments when planning work suitable for pupils of different ages and abilities in the mixed-age classes.
(Paragraphs: 20, 37, 38, 100, 105, 110, 120, 125)
- (2) Give pupils more opportunities to develop their ICT skills and to raise their standards by:
 - providing more computers and more programs, especially for younger pupils.
 - helping teachers to develop their ICT expertise.(Paragraphs: 58, 112, 115, 120)

The school has already identified these issues in the School Improvement Plan.

In addition to the key issues above, the school should consider including the following minor issues in its action plan:

- The school should improve the clarity of pupils' reports and should provide more information for parents on what is taught.
(Paragraphs: 42, 45)
- The governors should ensure that the prospectus and the annual report contain all the information required by law.
(Paragraphs: 45, 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	20	5	0	0	0
Percentage	0	7	74	19	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)	78
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	10

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	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.2

Unauthorised absence

	%
School data	0.1

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	88 (69)	88 (88)	94 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	88 (88)	94 (94)	94 (94)
	National	85 (85)	89 (89)	89 (89)

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

Where the numbers of boys or girls are ten or fewer the individual results are not reported.

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	78	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	19.5
Average class size	26

Education support staff: YR – Y4

Total number of education support staff	5
Total aggregate hours worked per week	68

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers (FTE) who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	220 462
Total expenditure	202 889
Expenditure per pupil	2 536
Balance brought forward from previous year	24 593
Balance carried forward to next year	42 166

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	78
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	45	49	3	3	0
Behaviour in the school is good.	61	36	0	0	3
My child gets the right amount of work to do at home.	39	49	9	0	3
The teaching is good.	52	39	3	0	6
I am kept well informed about how my child is getting on.	27	43	21	3	6
I would feel comfortable about approaching the school with questions or a problem.	45	49	0	3	3
The school expects my child to work hard and achieve his or her best.	45	49	3	3	0
The school works closely with parents.	33	40	18	3	6
The school is well led and managed.	21	64	12	3	0
The school is helping my child become mature and responsible.	48	49	0	3	0
The school provides an interesting range of activities outside lessons.	15	43	21	9	12

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

60. The school makes good provision for young children. The quality of teaching for children of reception age continues to be good and the curriculum is well planned to help them learn effectively. Interesting displays, an attractive environment and good resources also help them to learn quickly. As a result, children make good progress. This is an improvement on the previous inspection.

61. Most children join the school at the beginning of the school year in which they become five. During the inspection, there were 14 children of reception age in a mixed-age Reception / Year 1 class. Most children have a range of skills broadly typical for their age when they join the school. While most year groups have a majority of pupils who started school with above average skills, children's basic skills were not as well developed this year. Many children attended local playgroups or nurseries and developed reasonable linguistic, numerical and social skills, though their pencil control and manipulative skills were relatively underdeveloped. Every morning, children of reception age are taught literacy and numeracy skills in a single-age reception class, while, in the afternoons, they are joined by six of the younger Year 1 pupils for other lessons. This arrangement works well for both age groups and children make good progress. By the time they leave reception, most have reached the levels expected in personal and social development, communication, language and literacy skills, mathematical understanding, knowledge and understanding of the world, and in physical development and creative development.

62. The teacher and the classroom assistant have a good understanding of how young children learn. They plan and work together well, provide a good range of interesting activities and manage the children effectively. Children play happily together, co-operate sensibly and are well motivated. Their attitudes to learning and their behaviour are generally good because the teacher's expectations are suitably high, tasks are explained clearly, and work is well matched to the needs of individual children. As a result, most children concentrate well and work with interest. Staff check children's understanding regularly and provide tasks appropriate to their development. They have good relationships with the children and provide them with good role models. Children with special educational needs receive plenty of assistance from the teacher and the learning support assistant. As a result, they make good progress. A number of governors and other volunteers regularly provide valuable assistance in class, and parents help their children to make good progress by reading with them at home and by encouraging speaking and observational skills.

Personal, social and emotional development

63. The class teacher and learning support assistant help children to develop appropriate social skills. Children are happy to leave their parents and enter the classroom confidently in the mornings. They sit quietly on the carpet and wait for registration. They learn to put their hands up when answering questions and understand they must take turns when speaking or sharing resources. Children are encouraged to make choices. After finishing the main activity in one lesson, for instance, several chose to play with the teddy bears, while two children chatted happily together in the play house, preparing a meal and setting out the cutlery and dishes. Children wash their own hands, eat their morning snack sensibly and sit quietly while they drink their milk. They get changed for physical education sensibly and, at the end of the day, most put their coats on unaided. Children make good

progress in developing social skills and their level of personal, social and emotional development is typical for their age by the end of the reception year.

Communication, language and literacy

64. Communication, language and literacy skills are taught well. The teacher and learning support assistant take every opportunity to talk with the children in order to develop their confidence and widen their vocabulary. They ask many open-ended questions, encourage children to discuss what they are doing, and talk about the books they are reading together. In one lesson, children discussed sensibly how they could help a baby to cross a river. One proposed building a boat, while another suggested helping the baby to swim with armbands. Children take part in role-play activities to stimulate their acting skills and language development. In the school hall, children listened carefully to instructions as they pretended to walk through long grass or sticky mud on a bear hunt, and made their way through an imaginary forest, clearing away the dense vegetation with their arms. A good supply of dressing-up clothes ensures that children have plenty of opportunities to act out roles such as doctors, patients, shop assistants and customers. One child with special educational needs has a short one-to-one session each day with the support assistant in order to develop his speech and vocabulary. As a result, all children make good progress, and their language development is broadly typical for their age by the end of the reception year.

65. Children enjoy listening to stories, and look at books enthusiastically. During one lesson, children enjoyed reading about a Bear Hunt. They read the title together, looked carefully at the illustrations, and listened attentively as they followed the text. Children take reading books home every day to share with their parents and other adults. Parents are encouraged to praise children's efforts and to record any difficulties encountered in a useful home-school reading record. Children enjoy looking at books and listening to talking books and recorded stories. They are taught the sounds and the names of letters, and most can soon identify the initial sounds of words. Children take lists of the most common words home and learn to recognise them quickly on sight. By the end of the reception year, most pupils recognise a range of words and can read simple sentences confidently. Children make good progress, and most can read as well as expected for their age.

66. Children are frequently given opportunities to develop their writing skills. At the beginning of the year, they develop their pencil control by drawing lines accurately within parallel lines and joining dot patterns. They learn to overwrite the letters of the alphabet and then write them freehand. They are also taught the sounds associated with each letter. During one lesson, for example, children suggested words beginning with t such as tiger and teddy. Later, children practised writing words beginning with today's letter. Children discuss stories they have read, and then copy sentences that they have composed together, such as, Goldilocks is running away, using letters that are reasonably neat, generally correctly formed and approximately the same size. Higher-attaining children can write longer sentences such as, *These are elves they are going to make shoes* reasonably accurately. Overall, children make good progress, and standards of writing are similar to those expected nationally.

Mathematical development

67. Teaching of mathematical skills is good. The teacher makes it fun to use numbers and to explore shape and size. Children skipped around the hall, for example, and when the music stopped they formed groups of twos, threes or fours. Every opportunity was taken to encourage the children to count the number of individuals or the number of groups. Back in the classroom, children learned to take one away by singing the number rhyme There were five in the bed. They then followed a carefully chosen variety of activities, appropriate to each child's needs, to develop sorting and matching skills. Some children sorted small plastic

bears by colour or by size. Others sorted sticky paper shapes into circles, triangles and squares. Higher-attaining children used hoops on the floor to create sets of large, medium and small teddy bears, and then re-arranged the sets into teddies with or without clothes. Lower-attaining children sorted a variety of different plastic shapes into horses, dogs, cars and planes. Most children recognise numerals to 5, identify numbers that are one more than or one less than and copy simple repeating patterns using beads. They taste a variety of crisps and draw a pictogram to show their favourite flavours. Higher-attaining children identify numbers to ten and add numbers within five accurately. By the end of reception, most children write numbers to 20 and add and subtract small numbers correctly. They recognise common two- and three-dimensional shapes and use coins when adding together small sums of money to buy items in the toyshop. The teacher and learning support assistant ensure that children with special educational needs are fully involved and make good progress. At the end of the reception year, most children have mathematical skills in line with those expected for their age.

Knowledge and understanding of the world

68. Teaching is good and involves many opportunities for children to learn about the world around them during lessons, outdoor activities and visits in the local area. In one lesson, children discussed forces and identified everyday examples where, for instance, they push a swing or pull a kite. Children plant hyacinth bulbs and observe them as they grow. They study human growth and place pictures of babies, children, adults and elderly people into the correct sequence. They talk about a baby's needs and identify the differences between living things and inanimate objects. Children examine the different senses and carry out an investigation into how far away they can hear different sounds. They learn how to bake cakes, discuss the differences between old and new toys and draw pictures of the weather outside. They use the computer mouse to dress teddy and learn to use the keyboard to type and print off their name. Children make good progress and their levels of knowledge and understanding are broadly typical for their age at the end of the reception year.

Physical development

69. Good teaching ensures that there are many opportunities for children to develop their manipulative skills and co-ordination by using pencils, crayons and paintbrushes. They pour water into containers, build sandcastles, assemble construction toys and learn how to use scissors. Children often take part in more energetic activities. During one lesson, children skipped and jumped around the hall, keeping their distance from each other and changing direction carefully. They followed instructions well when asked to march slowly or quickly in time to the music. Outside, children developed better co-ordination and balance on the stepping stones, rope walkway and log bridge in the adventure playground. The children co-operated sensibly, taking turns to use the equipment. Children make good progress and their physical development is in line with that expected nationally by the end of the reception year.

Creative development

70. Good teaching helps children to make good progress in developing their creative skills. Children use a variety of paints, paper, card, fabrics and construction materials. They create patterns by using spots of white paint on black paper, and form Christmas trees from handprints in green paint. They paint pictures of themselves and display these as passengers in carriages pulled by Thomas the Tank Engine. Children use wool, felt and tissue paper to create collage faces on paper plates, and use cotton wool to represent snow on the roofs of sticky paper houses. They stick scraps of leatherette onto card to create a model of a bear, and use a drawing package on the computer to create a variety of repeating patterns. Children sing nursery rhymes and enjoy playing percussion instruments such as

drums and tambourines. They are beginning to join in the songs during whole-school assemblies, and enjoy interpreting the sounds they hear in music and movement lessons. As a result, children's artistic and musical skills develop well and are broadly in line with those expected by the end of the reception year.

ENGLISH

71. Standards are above the national average in writing and well above the average in reading at the end of Years 2 and 4. This is an improvement on the previous inspection when attainment was in line with national expectations. Standards are similar to those achieved by pupils in Year 2 in the national tests in 2002, when scores were above the national average in writing and well above the average in reading. Individual targets are set in English and are monitored regularly by teachers. Pupils make good progress towards these targets in reading and writing. High standards are supported by good parental involvement in reading with children at home.

72. Most pupils join the school with attainment broadly typical for their age. Pupils make good progress in developing speaking and listening skills, and standards are above national expectations by the end of Year 2. Pupils become engrossed in stories, and respond thoughtfully and enthusiastically to questions. In Year 1, pupils enjoy reading stories about bears. They repeat common phrases together and join in enthusiastically with descriptive words such as swishy, swashy and splash. Pupils of all ages generally listen carefully, while teachers give them plenty of time to reflect and to make considered responses. As a result, pupils speak clearly and are well organised in what they say. Pupils in Years 3 and 4 use an increasingly sophisticated vocabulary, and answer questions confidently, for example, when discussing characters from a story. Teachers encourage pupils to give more expansive answers by posing well chosen, open-ended questions.

73. Pupils in Years 1 and 2 enjoy reading and make good progress. They soon become confident in using a wide range of strategies. Younger pupils, for instance, use pictures and letter sounds to help them read unfamiliar words in stories, information books and poetry. Older pupils understand the meaning of the text and discuss what they like about different characters. Pupils in Years 3 and 4 read competently and with good expression, and are able to talk about their favourite authors and preferences in fiction and non-fiction.

74. Lower-attaining pupils and those with special educational needs make good progress in reading and writing as a result of effective planning and the good support they receive. In Year 2, for instance, pupils were well supported by a classroom assistant when identifying rhyming words, while in Years 3 and 4, pupils were provided with a template to help complete their writing. Talented pupils are often provided with more difficult extension activities to enhance their learning.

75. Pupils are taught grammar and punctuation effectively throughout the school and progress in writing is good. In Year 1, most pupils compose simple sentences with full stops and capital letters and use dictionaries with increasing confidence to help with spellings. In Year 2, pupils begin to write for a range of different purposes, such as describing the characters in Goldilocks and the Three Bears. Most pupils in Year 2 use neat joined-up writing in their handwriting books, but the good presentation found in many of these books is not always seen in other work.

76. In Years 3 and 4, pupils write effectively in different formats, for example when composing detailed autobiographies, imaginative stories or poems about winter and food. They write letters for a variety of purposes, including a persuasive letter to Toad, arguing why he should give up his car. Most pupils use commas, speech marks, paragraphs and tenses

correctly, and their spelling is good. Handwriting is usually joined up and is generally well presented. Marking is clear and informative and pupils understand what they do well and how they can improve. ICT is used well to draft and improve work in English. Older pupils, in particular, have benefited from the provision of a new suite of computers that enables them to spend longer at the keyboard.

77. Teaching is consistently good. Teachers are knowledgeable, confident and skilled. The successful implementation of the National Literacy Strategy has had a positive impact on pupils' standards. Work is well planned so that pupils' skills, knowledge and understanding are developed systematically as they move through the school. Teachers ensure that pupils know what they are expected to learn and make effective links with what has been covered previously. Other subjects are often used to develop and reinforce pupils' reading and writing skills. Work in science, geography and history, for example, helps to develop pupils' descriptive writing. Good use is made of large format books and multiple copies of books for guided reading and class discussions. Pupils in Years 3 and 4 use the library regularly during English lessons and for work in other subjects, though pupils in Years 1 and 2 use it less frequently.

78. Procedures for checking pupils' progress are good throughout the school, and information gained is used to set individual targets and to ensure that work is well matched to the needs of individual pupils. In a literacy lesson in Years 3 and 4, for instance, lower-attaining pupils used speech bubbles to create dialogue between characters in *The Wind in the Willows*, while higher-attaining pupils were encouraged to use interesting adjectives to write descriptions of new characters. This represents a good improvement on the previous inspection. As a result, pupils now have very good attitudes, work hard and respond well to teachers' questions. They work at a good pace, with consistently good behaviour, and sustain concentration well.

79. The subject is managed well and the school has the capacity to raise standards further. It has already taken effective action to improve pupils' writing and is currently addressing the difference in achievement between reading and writing. Pupils with special educational needs have detailed individual education plans that are followed closely by teachers. Consequently, work is well matched to their needs, and pupils make good progress. Learning support assistants provide good help and use their skills successfully to raise pupils' standards. There is a very good range of books and other resources that are used effectively to support learning. The school library is being re-organised following the recent building work, and should benefit from further refurbishment of the schoolhouse.

MATHEMATICS

80. Standards are above the national average at the end of Year 2 and Year 4. This is an improvement on the previous inspection when pupils at the end of Years 2 and 4 were achieving in line with national expectations. The standards observed during the inspection reflect the results of the national tests in 2002, when pupils' scores in Year 2 were above the national average.

81. Children make good progress in developing number skills. By the end of Year 2, they place numbers up to 100 in the correct order and develop a sound understanding of number pairs that add up to twenty. They investigate the properties of common shapes, and measure capacity and length with reasonable accuracy. Higher-attaining pupils are challenged with more difficult problems and make good progress as a result. This is an improvement on the previous inspection, when above average pupils were underachieving. This was well illustrated in a lesson where the majority of pupils were adding two numbers within 20 by using a number line. The higher-achieving pupils added up five numbers by identifying two

numbers that added up to ten or 20, and then adding on the other three numbers.

82. By the end of Year 4, pupils have continued to make good progress. Most are able to order numbers to 1000 correctly, add and subtract within 100 accurately and understand simple fractions and their equivalents. They recall the 2, 3, 4 and 5 times tables, use co-ordinates effectively and calculate areas by adding up the number of squares. Higher-attaining pupils are given suitably challenging work. They add and subtract three-digit numbers and investigate the properties of a variety of polygons. As a result, many pupils are already achieving standards expected nationally at the end of Year 6. This is a good improvement on the previous inspection.

83. The quality of teaching and learning is good. Teachers have high expectations and check the standards of pupils' work regularly. These assessments are used to ensure that work is matched closely to the needs of pupils of different ability. Relationships between staff and pupils are good and teachers manage pupils well. This ensures that there is a productive, hard-working atmosphere and that the pace of learning is generally brisk. Pupils behave well in lessons, listen carefully to teachers' instructions and are keen to join in small group activities.

84. The National Numeracy Strategy is well established and teachers are confident in using the framework to provide a good pace to lessons. Lessons often begin with a brisk mental mathematics session. This quickly involves the pupils, sets a lively pace and usually reinforces learning from the previous lesson. Questions are often targeted at individual pupils so that there is an appropriate degree of challenge. Further questioning requires pupils to explain their thinking and to offer alternative strategies. In a Year 3 and 4 lesson, for example, lower-attaining pupils counted back rapidly in tens, while higher-attaining pupils counted on in twenties. Later, pupils explained different techniques they employed when subtracting two-digit numbers. While lower-attaining pupils counted back to subtract 6p from 74p, average pupils used near multiples of ten when performing more difficult subtractions, and higher-attaining pupils counted forwards in manageable steps when subtracting 68 from 174. Work for the most able was made more challenging by including three-digit numbers and by setting problems involving subtractions.

85. Pupils with special educational needs often receive additional help from the learning support assistants and make good progress as a result. Teachers are careful to take account of pupils' learning needs when setting suitable work, and often bear in mind the numeracy targets on pupils' individual education plans. Some of the most able pupils who are identified as gifted and talented receive extension work to encourage higher-order thinking skills.

86. In addition to mathematics lessons, pupils have opportunities to practice and apply their numeracy skills in other subjects of the curriculum, for instance, when they use map co-ordinates in geography, take measurements in design technology, or plot graphs and charts to record the results of science experiments. Older pupils learn tables for homework and memorise which pairs of numbers add up to ten or 20. Computers are used regularly to support pupils' mathematical development, for example, when creating graphs or practising number questions.

87. The subject is led well. The recently revised policy document sets out common procedures for planning lessons and the co-ordinator monitors planning and teaching across the school. The local authority advisor also monitors teaching and provides good support and advice. There are good procedures for assessing pupils' attainment using a range of tests from the mathematics scheme and optional National Curriculum tests. Teachers evaluate pupils' progress carefully and identify which aspects of the curriculum need more emphasis. Individual targets are set for older pupils to achieve. Assessments are used well to ensure that work set during lessons is sufficiently challenging, particularly for the most able pupils. The quantity and quality of resources are good and there are appropriate plans for further development of the subject.

SCIENCE

88. Standards in science are above those expected nationally at the end of Years 2 and 4. This is similar to standards recorded by pupils in Year 2 in teacher assessments in 2002, and represents an improvement since the previous inspection. Pupils, including those with special educational needs, are well motivated and make good progress throughout the school.

89. Pupils in Years 1 and 2 have a good understanding of life processes, the properties of materials and physical processes. They explore the characteristics of different materials and classify them into soft and hard, rough and smooth. They know how some materials are changed by heat, for example, through observing the melting of chocolate and ice cubes. There are good opportunities for pupils' own investigations and experimentation. In a lesson in Years 1 and 2, for example, pupils enjoyed investigating pushing and pulling forces in their topic on toys. They used waterwheels and modelling clay sensibly, and some pupils used an ICT program to check that they could identify push and pull forces correctly. All pupils displayed very good attitudes towards the subject and were keen to learn.

90. Pupils in Years 3 and 4 build steadily on their previous knowledge. They have a good understanding of the functions of different teeth, for example, and recognise the heart's role as a pump to circulate blood around the lungs and through the whole body. Pupils are given good opportunities to develop their investigative skills, and benefit greatly from devising their own experiments and following up their own ideas. In a good lesson using torches and different surfaces as mirrors, for instance, pupils gained a very good understanding of the properties of light and the differing reflective qualities of a wide variety of materials. Pupils recognised the importance of a fair test and drew sensible conclusions from the results of their experiments. They have very good attitudes, work well together and adopt safe practices when using and handling equipment and resources.

91. The quality of teaching and learning is good and has improved since the previous inspection. Teachers are enthusiastic and have very good relationships with pupils. As a result, pupils are keen to learn and work hard to raise their standards. The scheme of work is based on national guidelines and this ensures that pupils develop new skills in a logical order. Teachers check pupils' progress regularly to ensure that work set is appropriate to the needs of individual pupils. They emphasise important principles such as fair testing and the use of prediction to support scientific enquiry. There is a strong emphasis on pupils undertaking their own experiments and investigations. This develops their scientific vocabulary, and improves their enquiry skills and their ability to record efficiently what they have discovered. Teachers encourage the use of a wide range of recording techniques, such as descriptive writing, diagrams and charts. This enables pupils to record and display their work effectively, though occasionally, some younger pupils find the method of recording too difficult. Resources for learning are good and the school's Millennium Garden and the local area are used well to explore different habitats. Pupils in Years 3 and 4, for example, recently visited a

local quarry and investigated rock samples from the local area with a member of the county museum service. Good use is made of special events such as a Science Week to motivate pupils and to develop their interest in science.

ART AND DESIGN

92. Standards in art and design are better than those expected nationally at the end of Years 2 and 4. This is an improvement since the previous inspection.

93. The teaching of art and design is very effective. Teachers motivate and stimulate pupils, who apply themselves well and show much interest in their work. Teachers give pupils plenty of opportunities to work with a variety of media, together with different tools and techniques to communicate their ideas and feelings. Pupils created effective wire sculptures, for example, following a visit by a local sculptor. Pupils use sketchbooks well to record, refine and develop their ideas, particularly when drawing. ICT is also used well to draw and create images or to undertake research. Because pupils enjoy the variety of opportunities, they work hard and take pride in what they do. As a result, all pupils, including those with special educational needs, make good progress throughout the school.

94. Pupils in Years 1 and 2, for instance, enjoy exploring a wide range of materials and media. They mix colours to produce various tones and shades, and use tools safely. They develop good skills and techniques such as those used in observational drawing. They make detailed sketches of toys, for example, and demonstrate accurate levels of observation in their work, especially when drawing plans and producing watercolour pictures from digital photographs of their Christmas presents. In a good lesson in the reception and Year 1 class, younger pupils in Year 1 used a drawing package on the computers and collaborated effectively to make a frieze of animals based on the story of The Bear Hunt.

95. In Years 3 and 4, pupils build on previous experiences and undertake work successfully, using a wide range of media. Work in clay, paintings and drawings are all of a good quality. There are good opportunities for pupils to develop an understanding of the work of famous artists and to apply particular skills and techniques to their own work. In one lesson, for example, pupils created their own textile designs based on the work of William Morris. They applied themselves well and produced work of a good quality. Pupils show good observational skills and brush control in their work based on Aboriginal art studied during a visit to the Commonwealth Gallery in Bristol. They also used designs based on Aboriginal patterns to decorate their own clay pots. Pupils make good use of ICT drawing programs to produce pictures that are often linked to other subjects such as work on healthy eating in science.

96. Leadership and management of the subject is good. The scheme of work provides an appropriate balance between the teaching of skills and the opportunity for pupils to explore various media. This variety is possible because teachers have good expertise and resources are good. There is little formal assessment of pupils' attainment, but teachers monitor pupils' progress and discuss work with them informally during lessons. Pupils occasionally visit art exhibitions and good use is made of the art loan service to widen pupils' experience of different art forms. The school also participated recently in a Commonwealth Institute project by creating impressive wall hangings that were displayed at the Commonwealth Heads of Governments' Conference. Staff work hard to create attractive and stimulating displays around the school. These make a significant contribution to the quality of the learning environment and ensure that pupils know their work is valued.

DESIGN AND TECHNOLOGY

97. Standards are in line with those expected nationally at the end of Years 2 and 4. This is similar to the findings of the previous inspection. All pupils, including those with special educational needs, make at least satisfactory progress.

98. Teaching was good in the one lesson observed. This was well planned so pupils in Years 1 and 2 learned the importance of using a template to mark out two identical pieces of fabric when making a hand puppet. The teacher made good use of completed puppets to demonstrate the design principles, but gave pupils sufficient leeway to create their own designs. As a result, pupils were well motivated to produce well-finished products. They were enthusiastic and showed very positive attitudes towards their work. They enjoyed the practical activities of marking and cutting out, compared different joining techniques sensibly and developed their sewing skills well. Good use was made of volunteers working with small groups of pupils. In particular, lower-attaining pupils and those with special educational needs learned more effectively because of the individual assistance they received.

99. Older pupils understand the principles of design and technology well. They build on earlier work by learning more about mechanisms that make things move and how to join materials together. They understand that a design should create something that fulfils a specific purpose, and recognise that the finished product should be evaluated and, if necessary, modified to meet the initial specification more closely. When designing a model for transporting an egg safely, for example, pupils created and refined their ideas well, and showed confidence and skill in handling materials. In discussing work done previously, pupils had clear ideas about the purpose of the work and showed good understanding of the design process. The oldest pupils used their knowledge effectively when creating designs for a quiet garden in the school grounds.

100. Management of the subject is sound. The scheme of work is based on national guidelines and this ensures that pupils develop their knowledge and skills in a logical order. There is little formal assessment of pupils' work, however, and consequently, there is not enough emphasis on matching the work to the needs of individual pupils. As the range and quality of resources are good, this allows pupils plenty of choice when deciding how to design and construct their models. There are good links with ICT. In a lesson in Years 1 and 2, for example, pupils used information books to research different designs of puppets, and then drew a chosen design using a computer graphics program.

GEOGRAPHY

101. Standards are broadly in line with what is expected nationally at the end of Year 2 and Year 4. This is similar to the standards reported at the previous inspection. Pupils make good progress as they move through the school.

102. No geography lessons were observed, as curriculum time alternates with history and all classes were engaged on history topics during the inspection. An examination of teachers' planning and pupils' work, however, confirmed that topics are well planned and the work covers the requirements of the National Curriculum. Pupils with special educational needs make good progress as they receive additional help from teachers or learning support assistants. Teachers make good use of a range of resources. Pupils in Years 3 and 4, for example, use maps at a variety of scales when learning mapping skills and enjoy reading the Katie Morag storybooks when examining life on a remote Scottish island.

103. Pupils acquire a sound knowledge of contrasting areas. Pupils in Years 1 and 2, for example, describe differences and similarities between their own area and a village in India. They look at photographs of homes and schools in Chembakolli, and compare shops and foods with those available in Draycott and Cheddar. Pupils benefit from the visit of a lady in traditional Indian dress and enjoy tasting foods that are common in Indian homes. Younger pupils explore the features of a seaside resort at Weston Super Mare, while older pupils visit a local quarry and examine the limestone features of Cheddar Gorge. Pupils in Year 4 compare the local Somerset Levels with a contrasting upland area during their annual residential visit to the Mendip Hills.

104. Pupils show a sound awareness of environmental issues when studying ways in which the local area has developed. In Years 1 and 2, for example, pupils explore the local area, discuss features they like and dislike, and draw simple maps of the features they see. The local area is used effectively when pupils in Years 3 and 4 explore the village trail and map the school grounds.

105. Management of the subject is sound. The adoption of a suitable scheme of work based on national guidelines has ensured that there is now a logical development of geographical skills. This is an improvement on the previous inspection. Good liaison with other local schools results in continuity when children join the middle school. The geography policy document has recently been updated, but there are no consistent procedures for checking the standard of pupils' work at the end of each topic and, as a result, there is not enough emphasis on matching work closely to the needs of individual pupils. Resources are good, overall, and geography books belonging to the school are supplemented by loans from the county library service. ICT resources such as a digital camera, CD-ROMs and the Internet are increasingly being used to support teaching and learning throughout the school.

HISTORY

106. Pupils reach the standards expected nationally at the end of Years 2 and 4. This is in line with attainment in Year 4 at the previous inspection, and better than that reported in Year 2. Pupils make good progress throughout the school. Those with special educational needs receive plenty of help from teachers and learning support assistants and make good progress as a result.

107. Teaching is good throughout the school. Teachers explain the aims clearly at the start of lessons and make good use of open-ended questions to reinforce previous learning. In a Year 3 and 4 lesson, for example, pupils were questioned about a video on Victorian times that they had watched the week before. Pupils are managed well and, consequently, have good attitudes to their work, concentrate sensibly and make good progress.

108. Teachers make good use of a wide variety of historical source materials. When studying old and new toys, for example, pupils in Years 1 and 2 examined a range of old toys, including a steam engine, and investigated the differences between old and new teddy bears. They took a questionnaire home to find out about the kind of toys their own parents played with as children, and used a CD ROM on the computer to find out about toys that were popular in the past. In an interesting lesson on Victorian schools, pupils in Years 3 and 4 examined the school log book, practised copperplate writing using dip pens, wrote with slate pencils on slate boards, and used a computer program to find out more about Victorian times.

109. Visits to museums and walks around the local village are used effectively to provide first-hand learning experiences. Pupils in Years 3 and 4 visit the Museum of Rural Life in Glastonbury, while pupils in Years 1 and 2 visit a museum at Weston Super Mare. Older pupils study Roman remains at Caerleon, while younger ones visit St. Fagin's museum of Welsh Rural Life. At the end of a project on Victorian life, pupils in Years 3 and 4 enjoyed dressing up and entertaining parents with drama and music at a Victorian evening. Visits by members of the museum service bring the events of Roman Britain alive to older pupils. Those in Years 1 and 2 learn a great deal about life during the last century when parents and grandparents come into school to talk about their own childhood.

110. Management of the subject is satisfactory. The school has adopted a scheme of work based on national guidance and this ensures that pupils develop historical skills in a logical order. The policy document is out of date, however, and does not indicate suitable procedures for checking pupils' attainment and progress. Consequently, work is not always matched closely enough to individual pupils' needs. Resources are good, and include a wide selection of artefacts that are displayed attractively. Teachers supplement the school's own resources with a good variety of loans from the county museum service. Good use is made of video recordings and CD-ROMs, and the school is beginning to use the Internet to assist teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Standards in ICT are broadly in line with national expectations at the end of Years 2 and 4. This is similar to the previous inspection. The school has recently adopted a scheme of work based on national guidelines, and this is helping to ensure that pupils learn ICT skills in a logical order and cover all the requirements of the National Curriculum. Consequently, pupils make good progress throughout the school.

112. The standard of teaching is satisfactory. Teachers have clear objectives for each lesson and explain new ideas clearly. Consequently, pupils learn new skills quickly and concentrate well on their work. Pupils in Years 1 and 2, for example, enjoyed developing their graphics skills by creating pictures of a puppet, using a paint program. They used the mouse efficiently to click onto the correct icons for different paintbrushes and to choose a variety of colours from the palette. Pupils also used the eraser and undo functions effectively to alter or correct their work. Because there were only two computers available in the classroom, however, there was insufficient time for each pupil to complete their picture. Pupils with special educational needs received good support from the learning support assistants and made good progress.

113. Teachers' lesson planning indicates that pupils are now covering appropriate work that develops pupils' skills in a variety of areas including data handling, control technology and the use of computer simulations. This is an improvement since the previous inspection. Younger pupils, for example, learn how to program a floor robot to move along a given path, while older pupils program a screen turtle, edit a sequence of instructions and record these as a procedure. Pupils in Years 1 and 2 create a simple pictogram, while those in Years 3 and 4 type the results of a survey into a database then print out bar charts to show the results. Older pupils also learn how to use e-mail and explore how to access web pages on the Internet.

114. Increasing use is made of ICT skills in other subjects of the curriculum. Pupils in Years 1 and 2 develop their word processing skills during literacy lessons by learning to use the space bar to create a space and the backspace key to correct mistakes. Pupils in Years 3 and 4 improve their word processing skills by writing their own stories and poems in different fonts, and use a spell-checker to edit the text. Younger pupils use computer

programs to practice addition sums in mathematics, identify push and pull forces in science and find out about old toys in history. Older pupils design repeating patterns based on William Morris prints in art and research information on Victorian schools in history.

115. The subject is well led and the co-ordinator has a good grasp of what needs to be done to raise standards further. Resources have been developed considerably since the previous inspection. There is a new bank of computers for older pupils and the school has recently purchased a digital camera. There is a useful ICT development plan that recognises the need for a new server and additional computers and software, especially for younger pupils. Teachers adopt suitable strategies to ensure that pupils have as much use of the existing computers as possible, and they have recently begun to use a skills-based logbook to monitor pupils' progress satisfactorily. Good use is made of a computer club to enable older pupils to develop and practice new ICT skills at lunchtimes. Teachers have received sound training in basic computer skills, and are competent in using computers. Some lack sufficient training, however, to use more advanced ICT skills across all subjects of the curriculum.

MUSIC

116. Standards are similar to those expected nationally at the end of Years 2 and 4. There was insufficient evidence to make a judgement at the previous inspection. All pupils, including those with special educational needs, make good progress.

117. The standard of teaching is good. Good use is made of a commercial scheme of work with appropriate recorded music, words and musical scores. This ensures that pupils develop musical skills in a logical order. In a lesson in Years 1 and 2, for example, pupils sang several songs from Pinocchio to a recorded accompaniment. They enjoyed singing, joined in enthusiastically and concentrated well. Pupils listened carefully to a series of rhythmic phrases and copied the patterns accurately by clapping or tapping on their knees. The teacher extended the activity appropriately by introducing two contrasting rhythms and the pupils worked well in small groups to maintain their own rhythmic patterns.

118. Pupils develop their own composition skills and enjoy performing together. In a Year 3 and 4 lesson, for instance, pupils worked sensibly to perform contrasting pieces from *The Wind in the Willows* in different moods. When singing, they emphasised the harshness of the words twisting, scraping and gnarling to make the Wild Wood sound frightening, while they contrasted this with the softer, gentle sounds of leaves falling and fluttering in the breeze. Pupils with special educational needs joined in well and made good progress. Pupils use a range of percussion instruments to create their own compositions and enjoy performing their own music.

119. Pupils develop their musical appreciation by listening to a range of music from different times and places. In the Year 3 and 4 lesson, for instance, pupils listened carefully in order to identify the differences between the deeper, slower notes depicting the scary woodland and the softer, higher notes in *A lovely day to be alive*. A variety of music is played as pupils enter and leave school assemblies and opportunities are taken to talk about the composer and the style of music. Pupils sing a selection of hymns and songs during times of collective worship. They sing tunefully and reverently, and join in enthusiastically when invited to clap out the rhythm or accompany the singing with percussion instruments.

120. The headteacher provides sound leadership of the subject. She leads the singing enthusiastically and encourages pupils to improve their standards during hymn practices. The policy document is brief and outdated, however, and does not outline appropriate procedures for teachers to check pupils' standards and progress. The school has a good

range of recorded music and percussion instruments including a variety of African drums and shakers. Little use, however, is made of computer resources to assist with musical composition or to research about composers and instruments. A strength of the provision is the large number of children who learn to play a musical instrument. Approximately eight pupils learn brass instruments and a further nine are taught to play the violin, guitar or keyboard by peripatetic teachers. Five different groups of children are taught to play the recorder, tutored by a variety of volunteers including non-teaching staff, parents and governors. Pupils take part in the annual Cheddar Valley music festival, and recently shared a drumming day with other local schools. Parents and former pupils also recently joined in a Musical Extravaganza held in school. Pupils in Years 3 and 4 learned how an Aboriginal didgeridoo is played during a recent visit to the Commonwealth Gallery in Bristol. Pupils also visit the theatre, sing carols in the community at Christmas time and visit sheltered housing for the elderly. This makes a good contribution to their spiritual, social and cultural development.

PHYSICAL EDUCATION

121. Pupils, including those with special educational needs, make good progress in physical education. Standards are in line with national expectations by the end of Year 2 and Year 4. This is similar to those described in the last report. During the inspection, only a limited range of activities was seen. Teachers' plans indicate that, through the course of the year, there is a good range of activities.

122. Teaching is good. Teachers' good subject knowledge leads to clear explanations of tasks and appropriate use of language. Teachers have high expectations of pupils' behaviour and of the pace at which they carry out tasks. In a lesson with Year 1 and reception pupils, for example, the teacher had an immediate rapport and very good control of pupils as they walked, jogged and ran around the hall. This ensured that pupils learned new skills quickly and safely, with due consideration for others. The learning support assistant displayed a good understanding of less confident pupils' limitations and used encouragement effectively to motivate pupils, including those with special educational needs, to try harder.

123. Planning is clear and based carefully on the scheme of work to ensure that skills are developed steadily and in a logical progression. In Years 1 and 2, for instance, pupils develop appropriate understanding of different ways in which they can travel across, on and below apparatus. Older pupils begin to link a series of movements into simple sequences. In a lesson in Years 1 and 2, for example, pupils made good progress in developing their movement skills. They made stiff movements like a clockwork toy soldier, and followed these with more flowing movements. Pupils showed good co-ordination and awareness of space, and worked well as partners. The teacher encouraged pupils to observe each other at work and pointed out good practice and good examples of movement and technique.

124. In Years 3 and 4, pupils know why the body needs exercise and are aware of the need to warm up before exertion and to cool down afterwards. Pupils develop the ability to perform a set of movements with appropriate skill and control. In one lesson, pupils developed their co-ordination well when throwing and catching a ball. They responded quickly to instructions and had a well developed awareness of safety. Their attitudes to physical education were good. Pupils, including those with special educational needs, were keen to take part in all the activities, listened to instructions well and tried hard to improve their own performances. Pupils have a good understanding of the purpose and importance of aerobic exercise for a healthy lifestyle.

125. The subject is managed well. The scheme of work ensures there is full coverage of the National Curriculum Programmes of Study. Standards in swimming, for example, benefit

from weekly sessions for older pupils during the summer term and pupils in Years 3 and 4 enjoy outdoor pursuits such as canoeing and climbing during their residential visit in the Mendip Hills. There are no agreed procedures for checking pupils' attainment and progress, however, and consequently, work is not always matched closely enough to individual pupils' needs. Resources are generally satisfactory in range and quality, although the school is in need of some additional smaller items of equipment.