

INSPECTION REPORT

ALL SAINTS C of E PRIMARY SCHOOL

Montacute

LEA area: Somerset

Unique reference number: 131010

Headteacher: Mrs Liz Wilson-Chalon

Lead inspector: Mr M S Burghart

Dates of inspection: 29th September – 2nd October 2003

Inspection number: 255316

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	200
School address:	Ladies Walk Yeovil Road Montacute Somerset
Postcode:	TA15 6XG
Telephone number:	01935 826626
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Janet Jenkins
Date of previous inspection:	May 1998

CHARACTERISTICS OF THE SCHOOL

All Saints C of E (Voluntary Aided) Primary was opened in 1997 in new premises. It is situated in the village of Montacute near Yeovil in Somerset. Most pupils come from Montacute or the nearby village of Odcombe. Overall pupils' social and economic circumstances are above average. There are 200 pupils on roll. This year is the first time that pupils in Year 6 have had all their education in this school. Pupils' attainment on entry to reception represents a wide range, but overall is about average. The proportion of pupils on the special educational needs list is above average, with a high percentage of formal statements of needs; a variety of which are for physical as well as educational reasons. No pupils receive extra support due to having English as an additional language. The school was recognised as an Investor in People in 2002. Staff turnover is low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Mathematics, Creative, aesthetic, practical & physical subjects, Areas of learning for children in the Foundation Stage, Personal, Social and Health Education.
9487	Dr F Hurd	Lay inspector	
22578	Mr D G Jones	Team inspector	English, Science, Information & communication technology.
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with a very good ethos. Good, and frequently very good teaching from a very good team of staff helps pupils to achieve well and reach good standards. The school is very well led and managed and gives good, and improved, value for money.

The school's main strengths and weaknesses are:

- The way in which all pupils regardless of their ability and needs are fully included in all activities is excellent;
- Pupils with special educational needs (SEN) are supported very well. Provision for those with formal statements is excellent;
- Teaching is good and often better;
- Children are achieving well in reception because provision and teaching are very good;
- The school is very well led and managed;
- Expectations are very high;
- Standards in English, mathematics (maths) and science are above average when pupils leave the school;
- Pupils' attitudes are good and frequently better. Behaviour and relationships are very good;
- Links with parents are very good;
- Maths results in national tests (SATs) for seven year olds are too low.

Since the last inspection the school has made very good improvement not only against the issues raised but in introducing the National Strategies for Literacy and Numeracy, further developing the already very good accommodation, improving financial control, making more use of assessment, and raising standards. The school is very well placed for future development.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	C	D	C
Mathematics	A	D	B	C
Science	E	D	E	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils achieve well. Pupils with SEN often do very well for their ability and experience.

Children generally start school with about average levels of attainment. Because of very good provision they make good progress in reception and virtually all reach the goals children are expected to reach by age six. At the ages of seven and eleven pupils have continued their good achievement and standards are above average in English and numeracy. However in maths there is more to do to improve the performance of more able Year 2 pupils in SATs. By the time pupils leave the school standards are above average in English, maths and science. Across the school there are particular strengths in reading, numeracy, art, music and geography, where pupils' achievement is good; and, in terms of appreciating and expressing opinions and preferences, very good. In all other subjects standards and pupils' achievement are at least satisfactory. The school is aware of the need to make more use of information and communication technology (ICT) skills in other subjects, but standards are satisfactory and fast improving with very good resources and facilities. **Pupils' attitudes are good. Behaviour and relationships are very good features.** Although there is still more to do to raise pupils' awareness of multicultural issues, **provision for spiritual, moral, social**

and cultural development is very good overall. Pupils usually like coming to school and are willing to take responsibility. Attendance is good. The school is working to extend opportunities to further develop pupils' capacity to work independently.

QUALITY OF EDUCATION

The quality of education provided is good, and still improving. Teaching is good overall, with notably very good features for older pupils and those in reception. Teaching assistants (TAs) make a strong contribution especially in teaching for pupils with SEN. Literacy and numeracy are well taught. Learning objectives are clear with very effective questioning promoting understanding. The school provides a good curriculum and this, with very good extracurricular activities and satisfactory use of homework, helps pupils to learn effectively, and underpins good achievement. Assessment is well used in core subjects to identify targets and ensure that in the vast majority of lessons pupils are well challenged. Although there is still more to do to promote outdoor play activities and mathematical development, provision for the Foundation Stage (reception) is very good and children make rapid progress. The school takes very good care of pupils and very successfully fosters their personal as well as academic development. However, an issue concerning security has been drawn to governors' attention. There is a very good partnership with parents and good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good and the school is very well managed in a very effective partnership of head, staff and governors. The governance of the school is good. The head very successfully draws together the views and plans of all staff and governors to crystallise the school's educational direction. Priorities are well supported by financial planning. The strong commitment to raising and maintaining standards whilst supporting pupils' personal needs is a credit to the school. Very good self evaluation means senior managers are very clear as to the strengths and areas for further development. The staff make a very good team. Consistent management of behaviour, support for SEN, and now very good provision for reception are obvious strengths. Governors make a good contribution, especially to finance and SEN.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school's reputation is very good and the school is effectively full. Most parents are very happy with the school, especially its commitment to the 'whole child'. They are keen to express their support for the school, its very good ethos, good teaching and the quality of care. There was no consensus of negative comments, but a few parents would welcome better communication over induction arrangements. Pupils are very positive about school. They like its friendly approach and how they are treated. Pupils clearly have confidence in staff and enjoy school for most of the time.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raising the performance of Year 2 pupils in SATs for mathematics;
- Increasing opportunities to make more use of ICT to support other subjects;
- Developing a dedicated outdoor area for reception with climb-on facilities;
- Improving opportunities to develop pupils' multicultural awareness.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement for pupils across the school is good. For those pupils with SEN (especially those with statements) achievement is often very good. Standards are above average by the time pupils leave the school in English, maths and science, and have been improved over the past four years. Results of SATs in 2002 were disappointing, but effective evaluation and renewed planning resulted in significant improvements in 2003, with the exception of maths at Year 2. Standards are above national expectations in art and music with strengths in the performance of higher attainers in geography. Standards are at least satisfactory in all other subjects and there is no significant difference in the performance of girls and boys.

Main strengths and weaknesses

- Standards in reading are above average;
- Nearly all children are on line to achieve the goals expected by the time they are six. Children are doing well in reception because of improved planning and very good teaching. Personal development is a particular strength;
- The proportions of pupils achieving above average levels in 2003 SATs for eleven year olds was much improved and, although comparisons have yet to be ratified, are likely to be better than average for similar schools;
- In almost a third of lessons observed pupils' achievement was judged as good;
- Maths results for seven year olds in SATs in 2003 were too low compared with similar schools because too few pupils achieved the higher level 3.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	15.8 (15.7)	15.8 (15.7)
Writing	14.1 (15.1)	14.4 (14.3)
Mathematics	16.1 (14.5)	16.5 (16.2)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	25.8 (26.7)	27.0 (27.0)
Mathematics	26.1 (27.3)	26.7 (26.6)
Science	27.0 (28.1)	28.3 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year

1. A review of samples of pupils' work from all classes for the previous year and teachers' records confirm that standards are above average in English, maths and science, with pupils (especially those with SEN and those who are more able) achieving well. This indicates the success of recent improvements to the school's assessment and planning. The school is aware that results of Year 2 SATs were too low in maths in 2003 with too few pupils reaching higher levels. This has become a focus for development and, even early in the school year, there are signs of improvement.

2. There are strengths in standards in art, geography and music, particularly, but not exclusively, for Years 3 to 6. Especially noteworthy is pupils' appreciation of works of famous artists and their writing in response to listening to music as diverse as Mozart and Count Basie. Pupils' knowledge and understanding of art and music is well developed. In expressing feelings and preferences pupils make very good use of literacy skills in speaking, listening and writing. Sketch books show that skills of observational drawing are good, demonstrating good progress year on year. Geography skills of comparing different environments are above expectations for more able eleven year olds and this together with good learning in art and music has very positive impacts on pupils' personal development.

3. Children in reception are achieving well and the vast majority are on line to reach the goals expected of six year olds. Progress is rapid in personal, social and emotional development and in children emerging as readers and writers. Although satisfactory overall, children achieve less well in mathematical development because this aspect has not been such a successful focus for improvement, and in physical development where constraints resulting from inadequate outdoor and climbing facilities have negative effects.

4. Standards are satisfactory in ICT at age seven and eleven. This is an improvement as a result of excellent facilities in the suite and very good resourcing, but there is still a need to make even more use of information technology in other subjects, such as producing graphs and pie charts in maths and science, and developing the use of word processing to write directly onto the screen.

Pupils' attitudes, values and other personal qualities

Attendance is good. Pupils have good attitudes to school and take a full part in all that it offers them. Their behaviour is very good and they form very good relationships with staff and each other.

Main strengths and weaknesses

- The school's expectations for pupils' conduct are excellent. Procedures to promote good relationships and eliminate oppressive behaviour of any kind are very good;
- Pupils expect to enjoy their lessons and to be interested in what they are taught;
- Pupils show great sensitivity towards the younger and less able amongst them, and take pleasure in other children's achievements of any kind;
- Pupils willingly accept responsibility and have a good level of self-confidence;
- Attendance rates are above the national average and virtually all pupils arrive punctually at school;
- Parents and carers make good efforts to ensure the attendance of their children;
- The school's procedures for monitoring attendance are satisfactory;
- The school should do more to create opportunities for older pupils to interact with younger ones, and for pupils to take on responsibilities in the playground.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.2
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

5. Attendance is still good, as at the previous inspection, due to the responsible attitude taken by parents and carers. The school promotes the importance of attendance and punctuality. However,

unexplained absences are only followed up after three days away from school. The electronically produced data on attendance patterns is not regularly monitored.

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	198	1	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	3	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 gives the number of exclusions, which may be different from the number of pupils excluded.

6. Behaviour management is now a highly developed skill amongst the staff, and rewards and sanctions are administered consistently and fairly. Pupils are helpful, considerate and consistently behave well. They listen attentively in assemblies, and move about the school quietly and sensibly. Lunchtimes are happy, well-ordered occasions. The school's strongly inclusive ethos is a way of life for its pupils. Pupils accept each other as individuals, and take no account of differences in ability or race. Pupils' attitudes to learning are good overall: in the Foundation Stage they are excellent. Those of older pupils vary with the quality of teaching, never being less than satisfactory, and often very much better. In several lessons, attitudes were very good or excellent: pupils were totally caught up in what they were learning. The very good relationships which underpin school life are a major force behind pupils' enjoyment and enthusiasm for their work. It was noticeable that pupils took as much pleasure in the achievement of less able friends as in their own progress. The maturity and confidence which the school has developed in its pupils is currently underused: for instance, in playground management and the organisation of activities for younger pupils.

7. The school's provision for pupils' spiritual, moral, social and cultural development is very good overall. It has improved since the last inspection and is a noticeable strength of the school.

This is because of the school's:

- Shared aims and values;
- Inclusive ethos;
- Very good teamwork;
- Care of individuals;

- High standards of behaviour.

8. The school's values are underpinned by its strong Christian ethos. All staff work as a very effective team who are actively committed to promoting the aims and values of the school in every aspect of its work. The school building is well cared for and welcoming. The displays in classrooms and around the school are of very good quality: celebrating pupils' achievements, supporting learning and promoting positive messages.

9. Opportunities for prayer and reflection are planned into the daily act of worship. However, not all assemblies make such a significant contribution. Teachers build in opportunities for spiritual development within the interesting range of learning experiences provided and the enthusiasm for learning generated throughout the school. The quality of the care and respect offered to every child and the care that pupils show towards each other is exemplary and has a marked impact on pupils' spiritual development.

10. Pupils' social development is well above average. Pupils exhibit good manners and relationships are very friendly. The school is successful in helping pupils to develop the personal qualities of thoughtfulness, respect for differences and self respect. Pupils empathise with others and show considerable concern and compassion especially towards pupils with special educational needs.

11. Pupils co-operate well in lessons and readily support each other's learning. Older and younger children play happily together at playtimes. Pupils learn to communicate their views and opinions about school life through the well-established school council.

12. Opportunities for pupils to learn about their own and other cultures are built into the curriculum. Pupils learn about their past in history, learn country dancing and celebrate festivals. During the inspection Year 1 pupils re-enacted a Christian wedding. Pupils learn about life in other cultures in geography and religious education (RE), and the school has a very useful link with a village in Tanzania, which it is planning to develop further.

13. The school is successful at valuing the different cultures of pupils attending the school. For example a parent shared her experiences of the Chinese New Year and when a pupil joined the school from Lithuania the whole class found out about his language and customs. However, the school provides insufficient opportunities for pupils to gain direct experience of other cultures represented in the United Kingdom, beyond those represented within their own community.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good and continues to be systematically improved.

Teaching and learning

Teaching is good. Although this is apparently a similar judgement to the last inspection it should be noted that under the latest inspection framework criteria for good teaching are now more rigorous. Consequently this represents good improvement from the last report, noting that the incidence of very good or better teaching has risen from 12% to 30%, with an obvious impact on pupils' learning and achievement. Observation shows that English, maths and science are consistently well taught.

Main strengths and weaknesses

- Teachers and teaching assistants (TAs) make a very good team. Very good relationships throughout have very positive effects on pupils' learning;
- Children in reception are very well taught;
- Literacy, numeracy and science are well taught;
- Pupils with SEN are taught very effectively. Support for statemented pupils is excellent;
- A small minority of lessons lack challenge and pace;

- Homework makes a satisfactory contribution to learning.

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	10 (23%)	20 (45%)	11 (25%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

14. Learning is good because teaching is good. Since the last inspection better planning, which clearly identifies learning objectives and seeks to ensure that work builds on what pupils already know and can do, has made a big difference. Standards are rising and pupils achieve well because work is usually well matched to their ability. For example a push to raise the performance of more able pupils has been well supported by improvements to assessment to gauge what pupils are capable of by providing extension work to increase challenge. In 2003 this resulted in significantly improved proportions of pupils reaching above average levels in Year 6 SATs and in reading and writing standards for Year 2.

15. Of the 44 lessons seen (unannounced) in this inspection all were at least satisfactory, three in every four were good or better, almost a quarter were very good and three sessions (Year 5 physical education (PE), Year 3 music, and reception work on knowledge and understanding of the world) were excellent. All teachers had at least one good lesson, whilst five had very good or better. The quality of support teaching from teaching assistants was consistently good with excellent teaching and close support for statemented pupils. Consideration of how all pupils are to be included in lessons is excellent and work is well planned, not only to identify learning objectives, but to fit different ability and interest levels.

16. Clear strengths found in the majority of lessons are in very good questioning which requires pupils to answer on the basis of reasoning and preference; very good relationships; consistent management of behaviour; and attempts to make learning interesting. In excellent and very good lessons pace, challenge, and opportunities for pupils to predict and evaluate, are the norm and pupils respond very well, often achieving to their full potential. Teaching of literacy, numeracy and SEN is consistently good being the result of the best planning and assessment. Three out of the four science lessons observed were very good. Teaching in reception (including the work of teachers and TAs) was at least good in all nine sessions seen and very good or better in over a half. This is a credit to the school and is a very good omen for the future as well as providing an excellent example to other staff.

17. Throughout the school good quality teaching reflects the success of improvements to monitoring and professional development which have been foci in the school's development plan over the last two years. Senior staff and governors are working well together to identify and act upon strengths and areas for improvement.

18. Relative weaknesses even in this good overall profile in teaching are in a lack of pace, a lack of clarity about the purpose of work with pupils not being challenged enough: for example pupils not extended sufficiently by the work set in a Year 1 maths session and drifting off task, and insufficient opportunities for pupils to research for themselves in a Year 4 history session.

19. Some parents expressed concern over arrangements for homework. Inspectors find that homework is used appropriately to support class work and that procedures are satisfactory, and that pupils from all classes appear well aware of expectations.

The curriculum

The broad and well balanced curriculum enables all pupils to achieve well.

Main strengths and weaknesses

- Opportunities for enrichment and extracurricular activities are very good;
- Equality and fairness are integral to the design of the curriculum, which ensures access and opportunity for all pupils;
- Provision for pupils with special educational needs is very good;
- Year on year the school has developed its curriculum to take account of changing needs.

Commentary

20. As the school has grown year on year, the staff have needed to adapt continuously the curriculum in order to take account of changing needs. In all of its changes and innovations the school has kept the idea of equality of opportunity for all pupils at the top of its agenda.

21. Policies and schemes of work are now well developed and furthermore, the planning now in place, provides for all abilities of pupils. As a result, all pupils, including those with special needs, have full access to the widest possible curriculum and work is adapted for their needs, either in the way plans are written, or by the extra support given by both teachers and their assistants. Because of the quality of planning and delivery of the curriculum all pupils achieve well, including those with SEN, some of whom achieve very well.

22. Opportunities for pupils' development are not confined to the taught curriculum. Enrichment both within and outside the teaching day is very good. The school has a very good range of well established visits which bring opportunities for pupils to see, at first hand, topics they are studying in their classes. For example, pupils discussing the environment and problems with waste, visit a recycling centre to see for themselves how much rubbish could be re-used in different forms.

23. The school often joins other village schools in order to celebrate art, drama and music. These occasions not only provide for extending learning opportunities, but allow pupils to mix with pupils from other schools and improve and develop socially. At the same time, staff and outside agencies provide a wide range of good quality club activities on a regular basis. During the inspection rugby and football clubs were seen taken by outside agencies, whilst teachers were busy with art, drama, computer and music clubs. Parents are very appreciative of these activities, with almost all questionnaires returned by parents saying that there is a good range of activities provided by the school.

Care, guidance and support

Provision for pupils' care, guidance and support is very good overall. Relationships are very good and the quality of adult guidance and support available to pupils is excellent. Arrangements for the health and safety of all in the school community are good, but some aspects have been drawn to the attention of the governors for further consideration.

Main strengths and weaknesses

- The new induction arrangements for children under five are very good;
- All staff make it their business to get to know pupils really well, and care passionately about their welfare;
- There is a well established school council, whose suggestions are treated seriously;
- Although playtimes are very well supervised by experienced staff, there are no toys available except footballs, and no large playground equipment;
- There is no separate play area for the youngest children;

- There are very good procedures for recording the personal development of pupils during their first year, and for pupils with special needs and statements throughout their time at school. However, pupils' annual reports are the only formal record of personal development.

Commentary

24. The school ensures that all staff are fully briefed on pupils' medical problems, so that everyone knows how to deal with possible emergencies. There is a rolling programme of first aid training. Arrangements for child protection fulfil statutory requirements and follow local guidelines. Pupils' well-being is a priority of staff, who strongly support the school's ethos of 'education for the whole child'. Teaching and non teaching staff alike play important roles as friends and guides throughout children's time at the school. The two groups of children in the reception class are already well settled and move confidently around their classroom, finding what they need to do for their work without adult intervention.

25. The school council is encouraged to organise charitable and 'fun' events, and councillors have status and significance in the school community. However, playtimes offer little to occupy pupils, particularly those who enjoy quiet outdoor play activities, and could be daunting for the smallest children because they have no separated play area. It is a tribute to the quality of the supervision that playtime is still unquestionably a happy and well ordered occasion.

26. There are good links throughout the school, with feeder groups, and with secondary schools, to ensure that pupils' transition throughout is smooth and happy. Pupils are well prepared to move on to the next stage of their education.

Partnership with parents, other schools and the community

This aspect is very good overall. There are very effective links with parents who think highly of the school. Links with the community and with other schools are good: those with two special schools are excellent. Information for parents is good.

Main strengths and weaknesses

- Links with the special schools with which the school provides shared provision for some statemented pupils are excellent;
- Parents are pleased with the activities provided for their children, and think that the school's expectations of their children are very high;
- Parents think that behaviour management is very good, and that their children are not bullied or harassed at school;
- Parents are pleased with the standard of behaviour, and think their children are happy at school;
- Some parents are concerned about the amount and frequency of homework, particularly for older pupils; some would like more guidance on its use;
- Links with the community are well established and used well to enhance learning.

Commentary

27. The school works very hard to make parents feel welcome, follows up any concerns promptly and gives feedback. It has adopted several suggestions made by parents (such as introducing school dinners) and a parents' questionnaire was used in drawing up the school development plan. Reports are of a good, and sometimes very good, standard. Other information is frequent and useful. The prospectus and governors' reports, although well designed and attractive, do not totally conform to statutory requirements but work is currently in hand to overcome this. The school does not yet have its own website which could be used to develop communications even further.

28. The parents' association is energetic in raising funds and its social events are popular with parents and the wider community. Parents give all the support they can to their children's learning,

helping in and out of class, running clubs, and providing expertise. Regular outside visits enrich the curriculum, and good use is made of local people and organisations to support learning. The school is closely linked with local churches, and with the National Trust at Montacute House. Pupils regularly host social events for local elderly people. The school has good links with local secondary and primary schools, and regularly participates in joint sporting and musical events. The Foundation Stage co-ordinator has established good links with feeder nurseries and playgroups.

LEADERSHIP AND MANAGEMENT

The school is very effectively led and managed. The leadership of the headteacher is very good. Key staff play a very good part in the school's leadership and management. Senior staff set an excellent example to colleagues and pupils. The governance of the school is good.

Main strengths and weaknesses

- The management of SEN is very good. The careful and considerate inclusion of all pupils is excellent and an undoubted strength of the school;
- The head draws together action plans from staff and governors to maintain a very good school development plan. She gives the school very good educational direction and is very ably supported by senior staff;
- Leadership and management of provision for the Foundation Stage is very good and fast improving;
- Behaviour is very well managed and standards are very good;
- Governors give positive support and make a good contribution to the school's management especially in finance and SEN;
- The school provides a very good learning environment;
- Curriculum management is now good, with still more to do to develop further the use of ICT to support other subjects, increase pupils' multicultural awareness, and improve pupils' performance in maths SATs for seven year olds;
- Consideration of health and safety is good, but a matter of security identified by inspectors was drawn to governors' attention.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	376401	Balance from previous year	27454
Total expenditure	376400	Balance carried forward to the next	27455
Expenditure per pupil	2002		

29. The head leads the staff very effectively as a very good team. Together with the governors she has established the school's educational direction whilst preserving the excellent commitment to pupils' personal development. There is excellent consideration of inclusion and all pupils, regardless of their ability and special needs, have equal opportunity. Support for pupils with SEN is managed very well. Individual education plans are very effective in helping pupils to achieve their full potential. Support for SEN by TAs is very good and in the case of statemented pupils excellent.

30. Because of very good leadership and management the school is true to its Christian ideals. As a result of very good relationships and the strong commitment of all staff and governors to raising and maintaining standards the school's ethos is very good. It is clear that pupils feel valued and respond with positive attitudes. Behaviour is usually very good because of consistent management by all staff of the school's procedures.

31. Governors are very supportive, well organised and through monitoring visits and close communication with the head and staff are well informed. The school is well governed and governors are well aware of strengths and areas for development.

32. Strategic planning is very good. Educational needs are at the heart of financial intentions and the budget is very well managed by head, administrative officer and governors. This results in very good accommodation and resources, and supports staff very effectively in their professional development. All staff are consulted over forward planning, and action plans for each subject and aspect of the school are taken into account when identifying priorities. That issues raised by this inspection already feature in the school's own development planning is a testament to the success of this process. For example the co-ordinator for ICT had already come to the conclusion that information technology skills were not being used enough in, nor developed sufficiently through, other subjects and is supporting colleagues in devising ways to make improvements.

33. Much better planning, improved assessment and monitoring mean that the curriculum is now well managed. Staff are well led by senior teachers and the head in planning and evaluating together and the corporate view means communication and continuity are good. Detailed analysis of pupils' performance is used to modify planning and set targets for individuals. This is proving effective in raising standards. Results of SATs (with the exception of maths for seven year olds) are greatly improved in 2003. However, too little use of ICT is being made of across the curriculum.

34. The significant improvement in provision for the Foundation Stage (reception) is a very positive feature of management. Induction procedures are very effective in settling children in, and assessing their potential. The school is aware of the need to improve outdoor facilities for this age group to give children the full range of activities required.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision overall for the Foundation Stage is **very good**. Children begin part time for the first five weeks mornings or afternoons. As this inspection was in the third week of term children in reception had only attended for the equivalent of eight school days. Inspection evidence confirms the school's own assessment that children's attainment on entry is about average. This is the first year where reception children are in a class of their own and some initiatives are new. The quality of teaching from teachers and support staff is consistently good and frequently better.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**. Planning and organisation are very good.

Main strengths and weaknesses

- There are plenty of opportunities for children to work and play together;
- Staff set a very good example;
- Relationships are already good. In a very short time children have learnt how to get on well with each other.

Commentary

35. Reception is very well planned around the expectations of the Foundation Stage curriculum which encourages children to work and play together. Very good organisation ensures that children are involved every day in activities designed to give them opportunities to take turns, and begin to think about each other. This works very well and even at this early point of the year children are showing consideration. For example children playing in the class campsite shared utensils when role playing cooking. Children are already well on the way to reaching the goals expected of this age before joining Year 1.

36. Children's introduction to school is very good. Staff set a very good example in working co-operatively and form very good relationships with children. That pupils now in Year 1 usually get on very well together is a testament to how successfully their personal development was encouraged in reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children are taught to listen as well as encouraged to speak;
- Reading skills of sounding out letters and blends are successfully taught from the very start of reception;
- All efforts where children try to express themselves on paper are clearly valued.

Commentary

37. Because teaching is very good, children are learning to communicate and emerging as readers and writers by the time they join Year 1. A good system of analysing children's attainment and potential, targets how best to help them. Opportunities are identified in teachers' planning in all

activities to develop communication skills. Skilled questioning and support prompts children to describe what they are doing and to explain their preferences, likes and dislikes. Examples of what to say and ask form part of teachers' very good planning and support sheets for TAs and volunteers.

38. Very good introduction sessions on the carpet and the good planning of circle time (when children sit together to discuss) are focused on developing good listening and reading skills. Even at this early stage children paid good attention to the Big Book the Bears' Picnic and were keen to experiment with initial letter sounds, and higher attainers eagerly predicted what would happen next.

39. All children are able to recognise at least their own names and associate sounds with letters, blends and words and 'read' familiar books before the end of reception. More able children can read well for their age developing the use of clues from the context of stories to understand unfamiliar words.

40. Activities designed to get children to try to communicate on paper include drawing, painting and copy writing. Children make good progress and most can 'read' back their own efforts. A good programme encourages them to form letters correctly in preparation for cursive (joined) writing in Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is an appropriate range of counting and sorting activities;
- Children are introduced to numbers and learn to recognise number facts to 10;
- Compared with other aspects of the Foundation Stage curriculum mathematical opportunities have a lower profile.

Commentary

41. By the end of reception most children have a sound understanding of the concepts of bigger and smaller than and appreciate terms such as heavier and lighter. They have good experience of counting and sorting by shape and colour.

42. Through playing games and using a good variety of small equipment most children have a secure understanding of numbers up to 10. More able children can add and subtract single digit numbers and know the value of coins.

43. Most children are on line to reach the expected goals by Year 1. However, the school is aware that amongst other elements of the Foundation Stage curriculum which are presented in exciting and dynamic ways maths is underplayed. This negatively affects children's response and it was noticeable that their attention spans were much shorter in maths as a result.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT, AND CREATIVE DEVELOPMENT

These elements were not the main foci for the inspection but evidence collected points to:
Provision in knowledge and understanding of the world being **good**;
Provision in physical development being **satisfactory**;
Provision in creative development being **good**.

Main strengths and weaknesses

Even at this early stage children are beginning to experience:

- Expressing themselves in experimenting with colour in painting and printing;
- Learning to handle scissors and large and small equipment.

Commentary

44. Work is well planned to provide opportunities in each area. As children become more settled there is a move to balance teacher-directed and child-initiated activities. Very effective teaching and management mean children are very well introduced to routines of the reception and school.

45. Particularly good progress and good levels of achievement were observed in an excellent lesson looking at, and naming, parts of the body. The quality of teaching was excellent. Very good use of support staff to manage group work (sometimes in role!) has significant effects on these aspects.

46. The school is already aware of the negative effect the lack of a defined and fenced play space with climb on equipment has for the reception. This reduces children's spontaneous participation in outdoor activities and restricts physical and social development.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** and as a result pupils achieve well.

Main strengths and weaknesses

- Standards at the end of both Year 2 and Year 6 are above those expected for these age groups;
- Significant improvements have been made to speaking and listening skills;
- In reading, through consistent work in getting pupils to sound out words, pupils' skills have improved;
- Recent moves in setting up a new recording system to log assessment data have highlighted pupils who need extra support, or who are achieving very well. As a result both of these groups are achieving well and sometimes very well;
- In order to raise standards further in writing the school needs to sharpen its focus on learning objectives.

Commentary

47. Standards of work in English, as noted in the results of national tests in 2003, were above national expectations. Standards seen in classes at both Year 2 and Year 6 are already, early in the school year, in line with what is expected of pupils in these age groups. It is likely that standards will improve further during the year.

48. Since the last inspection, when opportunities for pupils to take part in discussions and exercise their speaking and listening skills were criticised, the school has made significant improvements to this aspect of its work. In almost all lessons teachers and their assistants make use of every opportunity to involve pupils in discussion. In the reception class children were talking about faces as they looked in mirrors. In Year 3 pupils discussed their lunch boxes to see if their food was healthy. Whilst in Year 6 a very lively literacy lesson started with a very good discussion on the life of Thomas Edison.

49. In the classes for the youngest pupils good emphasis on helping pupils to sound out words as they read has given them a very good basis for improving reading. This aspect of work in English is now taught very well. As a result, improvements have been noted in reading at all levels and in all

classes. Many pupils in Year 6 are now reading at above the level expected for their age. They are knowledgeable when they discuss their books and clearly have a love of reading.

50. The introduction of a new system of recording assessment information is now giving a much clearer picture of pupils who are either achieving well or who are achieving below their potential. Although this is a recent introduction, it is already allowing teachers to note pupils in these categories and give them support accordingly. As these records grow the school will be increasingly able to intervene at an earlier stage in order to support pupils' progress.

51. Although writing has improved since the previous year's weaker results, and writing opportunities in other subjects is now good, the school still needs to target writing more specifically for improvement particularly for those pupils of average ability. More obvious learning objectives, fewer in number, supported by clearly defined activities which support the learning objectives, would be a starting point. Teachers would then need to mark pupils' work referring directly to the objectives and give much clearer ideas of how pupils can then make progress. In effect giving them very short term targets.

Language and literacy across the curriculum

52. Literacy skills are used well to extend work in other subjects. Speaking and listening make a strong contribution to discussion work in all areas of the curriculum; reading is used effectively to develop research; and writing helps pupils express their preferences and record their work.

MATHEMATICS

Provision in mathematics is **good**. Inspectors observed eight lessons unannounced and sampled work from all classes from the previous school year, as well as talking to staff and pupils and reviewing teachers' planning and records. A central focus for the inspection was the poor performance of seven year olds in 2003 national tests (SATs).

Main strengths and weaknesses

- Mathematics teaching is good with particular strengths in numeracy work;
- Throughout the school pupils are achieving well in numeracy;
- Standards are above average in numeracy at the end of Year 2 and above average in all aspects of the subject at the end of Year 6;
- Pupils with SEN are supported very effectively and as a result consistently do well for their ability;
- Standards as shown by SATs were too low in 2002 for seven and eleven year olds. The overall profile of results for eleven year olds is much improved and is likely to be at least above average in 2003 with a much greater proportion of Year 6 pupils achieving the higher level 5 than in previous years;
- More able Year 2 pupils did not perform well enough in 2003 SATs.

Commentary

53. The last report found standards to be average. Improvements to planning and teaching have maintained this level for those aged seven and raised pupils' attainment to above average when aged eleven. Throughout the school there are particular strengths in numeracy and mental maths. The introduction of the National Numeracy Strategy has had positive effects on how skills and understanding are to be systematically developed year on year. By the time they leave the school pupils' knowledge and understanding of number work, shape and measures is good, and basic standards have been raised to above national expectations. For the above average proportion of pupils with SEN, many of whom reach or very nearly reach the national average, this represents very good achievement.

54. In lessons observed pupils showed good interest and that they enjoy maths. Most Year 2 pupils are able to count reliably, have a good understanding of place value, and can add and subtract two digit numbers. The majority of Year 6 pupils can use the basic four rules to work out calculations and are beginning to estimate to check the logic of their answers. The school is aware of the need to increase the emphasis on data handling, especially making even more use of ICT, and to give older pupils more opportunities to develop their independence in problem solving and investigative work.

55. Across the school most pupils are now achieving well. This continues the upward trend of the last four years and reverses the poor situation evident in 2002 SATs results. Much analysis and revision of planning and target setting following 2002 tests have been very successful, especially in developing work for different ability levels in a each class. This particularly raised the performance of more able Year 6 pupils and those with SEN in 2003. However, results for seven year olds went down in 2003 whilst the same pupils did much better in reading and writing. Inspection evidence finds that this is unlikely to happen next year. Explanations feature the effects of particular pupils' special needs, disruption during the actual test, and some aspects of the curriculum not having been covered in sufficient depth: for example too little emphasis on using and applying mathematics.

56. Good, and improved, teaching is making a difference and as a result pupils' learning is secure. Staff use good questioning techniques and successfully encourage pupils to explain their chosen strategies for working out problems. This has very good effects on pupils' understanding making good use of, and developing, literacy skills of speaking and listening. Maths teaching was judged good in seven out of eight lessons seen with very good features in Year 6 and Year 2. Good assessment which is much better than at the time of the last inspection now identifies what pupils can and cannot do in order to set targets for individuals and to modify future planning. Aspects still to develop are in improving class management and levels of challenge in problem solving for pupils in Year 1 who have just begun work on the National Curriculum.

57. The head as co-ordinator for maths monitors both standards and teaching effectively and makes very good use of information to evaluate strengths and areas for development. Her partnership with the deputy as assessment manager is successful in developing provision further. Very good team work with all teachers planning day to day maths together has a very positive impact on communication and continuity. Teaching assistants play a full part. Their obvious commitment, and very good relationships (especially with pupils with special needs), make a very strong contribution to pupils' learning and achievement.

Mathematics across the curriculum

58. Maths is used effectively to support other subjects: for example in careful measuring in DT, recording in science, map work in geography and in weighing and measuring in food technology. However, an area for development remains in data handling and links with ICT to produce and analyse data through graphs and surveys in humanities and science.

SCIENCE

Provision in science is **good** and standards are rising.

Main strengths and weaknesses

- The well-informed co-ordinator has put into effect a number of initiatives in order to raise standards;
- Standards are now above the nationally expected level in Year 6;
- Teaching overall is very good;
- In order to give further support to pupils' use of literacy skills, the school would do well to develop writing frames for pupils' investigational writing.

Commentary

59. At this very early part of the school year, there are clear signs that standards in Year 6 are already above the nationally expected levels in some elements of science work. This has been largely a result of much improved teaching since the last inspection. In three out of the four lessons seen, teaching was very good. Key features, which supported pupils' progress in these lessons, were very clear planning with a good focus on learning objectives. At the same time, higher attaining pupils were being challenged by very good quality questioning so that their needs were being met fully.

60. The school has rightly focused on the further development of pupils' investigational skills. As a result of in-service training and support, teachers are now providing good quality opportunities for pupils to use their scientific skills, knowledge and understanding within investigations. In a Year 6 lesson, pupils were working very well in small groups, setting up an investigation concerning the dissolving of sugar cubes. They did this carefully, made good use of simple equipment, took readings and put information into a graph. The use of ICT may well have given pupils the opportunity to see how the use of a computer could have supported their learning. This could have been achieved either by using heat sensing equipment linked to the computer, or using the computer to draw graphs of the information collected.

61. In order to provide clearer and more useful links with the use of pupils' literacy skills the school could provide all pupils with writing frames linked with their scientific investigations. These would need to be tailored to the age and ability of pupils, but would ensure that their writing in science was more closely linked to the development of both scientific and literacy skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good** and has improved since the last inspection.

Main strengths and weaknesses

- The very good, recently installed, computer suite is very well used and ensures pupils have good access to ICT;
- The very good co-ordinator for the subject has ensured the development of teaching throughout the school, setting a very good example with his own class;
- Pupils all achieve well in the subject;
- The development of an assessment system, which is easy to use and understand, is the next step for development in the subject;
- The profile and status of the subject across curriculum areas and in class displays both need raising.

Commentary

62. Although standards were good in places at the last inspection there have been considerable changes in the demands of the subject since that time. The school has managed to keep pace with those changes, partly as a result of the very well developed computer suite. This is very well equipped and timetabled so that each class has use of it three times a week. This additional access for pupils has meant that they have been able not only to develop discrete skills, knowledge and understanding of ICT, but have been given opportunities to use these in relation to literacy and numeracy.

63. At the same time the very well qualified and enthusiastic co-ordinator has personally overseen the improvement in teachers' knowledge and understanding through effective in-service training. The much improved teaching has given rise to pupils making good progress in their learning and achieving well. A significant minority of pupils are achieving at an even higher level. This group is often made up of those pupils who attend computer club or make use of the availability of computers at lunchtimes.

64. Although pupils use their ICT skills in literacy and numeracy, the links between ICT and other areas of the curriculum are still in a fairly early stage of development. In spite of planning for ICT being good, links between subjects such as geography, history and science, for example, are not clearly shown in planning, as there is often no dedicated space on planning sheets to bring teachers' attention to the need to develop vital links with ICT.

65. The remaining areas to develop are those of assessment and raising the profile of ICT throughout the school. Although there is an assessment system in place, it is not consistently used, neither does it really meet the needs of pupils or the subject.

Information and communication technology across the curriculum

66. There is insufficient status given to ICT in workbooks and in class displays with the exception of literacy and numeracy, and more use needs to be made of information technology in support of other subjects.

HUMANITIES

Geography

Provision in geography is **satisfactory**. Only one lesson in geography was observed during the inspection. However the work sampled from each class indicates that standards have improved since the last inspection and that the overall quality of teaching and learning is good. The work in books shows that pupils throughout the school are achieving average standards for their age with more able pupils achieving higher than expected standards.

Main strengths and weaknesses

The strengths of the school's provision for geography are to be found in the:

- Use of field work and the local environment;
- Development of pupils' enquiry skills;
- Well developed links with other subjects;
- Imaginative use of extended projects.

Commentary

67. The school makes very effective use of the local environment to enhance learning in geography. Visits to the local village and the contrasting locality of Lyme Regis extend pupils' knowledge of land and building use and develop their ability to draw maps and plans and ask geographical questions. Visits to a recycling centre and water purification plant help pupils to express their own views about the environment.

68. Year 2 pupils produced high quality books about a fantasy island. The tasks challenged pupils of all abilities and provided opportunities for pupils to apply their knowledge of geographical features, to use a range of mapping skills, and express their own ideas about life on an island.

69. Throughout the school pupils make appropriate use of geographical vocabulary. They are encouraged to solve real life problems: for example the best place to site a recycling centre in the local village. The places pupils visit on holiday are skilfully used by teachers to develop pupils' understanding of places both in the British Isles and in the wider world.

70. Teachers make effective use of opportunities for pupils to use skills from other subjects in geography. This was particularly evident in the Year 5 unit on water. Here pupils used number skills, carried out a scientific experiment, used ICT skills to record data on weather, and literacy skills to describe their visit to the water treatment plant.

71. Although the co-ordinator has only recently taken on the responsibility for the subject he demonstrates a good grasp of the position of geography in the school. There is an effective scheme of work in place, which teachers in all classes use to support their planning. The co-ordinator is aware of the need to further develop the use of ICT to support teaching and learning in geography and has plans for all classes to establish e-mail links with other countries.

72. There is no formal system of assessing and recording pupils' progress in geography. The quality of marking in pupils' books is variable. Comments do not always refer to the objectives of the lesson or help pupils to know how they can improve. These are missed opportunities to raise standards further.

History

Provision in history is **satisfactory**. Since the last inspection standards in history have improved and now by the end of Year 2 and Year 6 pupils' achieve the standards expected for their age. During the inspection no teaching of history was observed in Years 1 and 2 but inspectors looked at samples of pupils' work from all classes.

Main strengths and weaknesses

The strengths in the school's provision are:

- Good teaching observed in Years 5 and 6;
- Pupils' enjoyment and enthusiasm for history;
- The development of an effective scheme of work;
- Frequent opportunities to develop literacy skills through history.

There are weaknesses in:

- Levels of challenge for more able pupils;
- A lack of opportunities for pupils' independent research.

Commentary

73. The teaching in Year 5 and Year 6 is good. In Year 5 pupils develop their knowledge and understanding of people in the past by studying Victorian schools. Skilful questioning by the teacher and effective use of video clips and photographs enabled pupils successfully to identify similarities and differences between Victorian schools and schools today. In Year 6 the teacher planned an interesting and highly motivating lesson on the wooden horse of Troy enabling pupils to understand the significance of different sources of evidence and to discuss the historical truth of the story.

74. Teachers exploit effectively opportunities to develop literacy skills through history. Pupils in Year 1 wrote accurate descriptions comparing washing today and washing a hundred years ago. The good quality writing about the Fire of London produced by Year 2 pupils was well presented and illustrates their increasing empathy with events in the past.

75. In all lessons pupils enjoy being 'history detectives' and pupils with special educational needs are fully included in all parts of the lesson. Within their written work pupils demonstrate a good knowledge of events of the past, the ability to interpret historical evidence, and to answer key questions.

76. The school has sufficient resources to support the teaching of history. Good use is made of the local community and visits to places of historical interest. The school recognises the need to increase its range of historical artefacts to enhance learning further.

77. There are areas in which the school still needs to improve. Some of the tasks undertaken by pupils lack variety and are insufficiently challenging to deepen understanding especially that of more able pupils. There are insufficient opportunities for independent research and for pupils to demonstrate the range of historical skills required to achieve higher standards.

78. The subject co-ordinator has been in post for just over a year. She has worked with staff to develop a very effective scheme of work. She has been given time to monitor lessons and to sample books, which has contributed to the consistent coverage of the scheme in all classes. She is aware of the need to establish a manageable system of assessing and recording pupils' progress if achievement is to be further improved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Although these curriculum areas were not foci for the inspection, inspectors did look at examples of pupils' work, sample extracurricular activities and spoke to pupils to try to confirm the school's own view of standards and achievement. Two design and technology (DT) and two music lessons were observed and one art lesson. Three lessons were seen in physical education (PE) but because of the nature of this subject no work samples were available.

From the limited evidence it is not possible to report on standards and the quality of teaching in detail, but it is clear that planning for each subject has been much improved since the last inspection to the point where provision for art is **good**; provision for DT is **satisfactory**, provision in music is **good**, and provision for PE is **satisfactory**.

Main strengths and weaknesses

- Pupils of all abilities regardless of their special needs are fully included in all activities. This is an outstanding strength of the school;
- Standards of art are above expectations for these age groups;
- Years 5 and 6 music books show pupils' very good appreciation of, and response to, a wide range of types of music with pupils achieving very well;
- The number of pupils learning to play musical instruments is a strength;
- Pupils' designs are well recorded in their DT books;
- There is a very good range of extracurricular activities which particularly extend skills and understanding in PE and music;
- Too little use is made of assessment to set targets and show where improvements can be made in these subjects.

Commentary

79. As far as it is possible to judge from limited evidence pupils are achieving very well in art and music, and at least as well as is expected for their ages in DT and PE.

80. Standards are good being above what is expected by the time pupils leave the school in art and music. Strengths in art are in observational drawing: for example Year 2 sketches of leaves and plants, and Years 3 to 6 work in the style of artists such as Breughel. In music there is excellent use of literacy skills in Years 5 and 6 where pupils express their feelings and preferences in response to different types of music. A high proportion of pupils are currently learning to play instruments as diverse as keyboards, drums and trumpets. The school is well supported by the local education authority music service.

81. Work sampling indicates that there are good features in designing and making in DT: for example in Year 1 fruit salad concoctions, Year 5 clay sculptures in the style of Picasso, and Year 5 bread making. There are appropriate links made between art and DT throughout the school with making skills such as cutting and using tools suitably developed in both subjects. Pupils' work is well displayed throughout.

82. The full inclusion of all pupils no matter what their level of needs is not only due to teachers' good planning to consider how to challenge pupils of different abilities, but very much to the very good support of teaching assistants who maintain high quality relationships, particularly with those pupils with statements of SEN. As a result such children make very good progress and achieve very well.

83. Extracurricular opportunities for PE and music are very good, including a full range of sports, choir, orchestra and junk band. Music, art and drama are drawn together well to develop performing arts in school productions, concerts and assemblies. Parents, staff and pupils report that standards are high with pupils and staff very involved.

84. With relatively few lessons observed it is not feasible to make overarching judgements on the quality of teaching in general. However, it is clear that excellent games teaching is a real benefit to Year 5 where pupils' awareness of skills and tactics is very good as a result, and that there are excellent features in music teaching for Year 3. Pupils made very good progress in following and reproducing rhythms and interpreting notation because of extremely effective teaching. Areas still to improve on in some lessons are in increasing pace and raising levels of challenge by developing assessment techniques and record keeping to identify targets for improvement. In each subject attention to pupils' health and safety is good.

85. All four subjects in this curriculum area are satisfactorily led and managed. Each of the co-ordinators has relatively recently taken these responsibilities and initiatives are new. A strength is in the quality of action plans and the development of good (and in the case of PE very good) resources. The school has already highlighted the need to make improvements to assessing pupils' achievements, standards and progress as part of its development planning. Inspectors agree that this is an appropriate priority.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

This aspect was not a main focus for the inspection and although its contribution to pupils' personal development is clearly very successful there is too little evidence to formalise a judgement about provision.

Main strengths and weaknesses

- The school has recently introduced planning for PSHE;
- A co-ordinator has now been appointed;
- Initiatives are too new to be evaluated at present.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

