

INSPECTION REPORT

OLD CLEEVE CE FIRST SCHOOL

Washford, Watchet

LEA area: Somerset

Unique reference number: 123772

Headteacher: Mrs Shirley McBride

Lead inspector: Mrs Alison Cogher

Dates of inspection: 12–14 July 2004

Inspection number: 257081

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
School category:	Voluntary Controlled
Age range of pupils:	3–9
Gender of pupils:	Mixed
Number on roll:	68.5
School address:	Washford Watchet Somerset
Postcode:	TA23 0PB
Telephone number:	01984 640232
Fax number:	01984 641304
Appropriate authority:	Governing body
Name of chair of governors:	Mr Christos Yianni
Date of previous inspection:	29 April 2002

CHARACTERISTICS OF THE SCHOOL

Old Cleeve C of E First School is a small school situated in the village of Washford near Watchet on the north coast of Somerset. The school has a nursery class for children aged three and four years. Most pupils come from the village, and surrounding area. The nursery serves a wider area than the main school. Pupils come from a wide variety of backgrounds and their socio-economic circumstances are below average overall. Pupils' attainment on entry to the school is broadly average. Almost all pupils are of white British heritage, and none are learning English as a second language. Twenty seven percent of pupils are on the school's register of special educational needs. This is well above average. No pupils have statements of special educational need. The largest proportion of pupils with special educational needs have social, emotional and behavioural difficulties. The number of pupils entitled to free school meals is broadly average. The school is involved in a range of family support initiatives.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	Foundation Stage Mathematics Information and communication technology Geography History Physical education Special educational needs
9079	Ann Moss	Lay inspector	
22990	Christopher Furniss	Team inspector	English Science Religious education Art and design Design and technology Music Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing good value for money. The very good leadership of the headteacher, very good governance and good management has successfully guided the school through a period of staffing instability. Good teaching and very good pupil management ensures pupils learn and achieve well. Pupils enjoy school and have positive attitudes to their work. Standards in Year 2 are below average in writing and average in reading, mathematics and science. However, standards are rising. The school provides a supportive community with a positive ethos that reflects its Christian affiliation and the school motto "Everyone is Special". The school deservedly has the support of its pupils, parents and the local community.

The school's main strengths and weaknesses are:

- Leadership and governance of the school are very good.
- Good teaching and the effective use of assessment information ensure pupils learn well.
- Standards in writing are below average.
- Very positive relationships are supporting pupils' good achievement and standards are rising.
- Provision for pupils' personal, social and health education and citizenship is very good.
- Provision for pupils with special educational needs is very good.
- Plenary sessions are not used effectively.
- Pupils benefit from very good curriculum enrichment activities.
- Some aspects of teaching are not firmly and consistently established in whole school practice.
- Pupils and parents express positive views about the school and its future.

Issues from the last inspection have been tackled effectively and overall improvement since the last inspection has been good. Standards in recent years have been lower than those reported in the last inspection and reflect both the lower overall abilities of pupils and the effect of the instability in teaching staff. Evidence from lessons and assessment information indicates that standards are now rising. Leadership, management and governance of the school have improved, as has the quality of teaching and learning. Provision for pupils with special educational needs is now very good. Pupils' attitudes and behaviour have improved markedly over the last year and consequently they are more focused on their work and able to make good progress and achieve well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	D	E	D
writing	B	D	E	E
mathematics	A	E	E	E

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

Similar schools are those with similar percentages of pupils eligible for free school meals

NB Caution is needed in interpreting data in a school such as this as there are very few pupils in each year group and therefore each pupil represents a large percentage.

Pupils' achievement is good overall. Standards on entry to the nursery and reception class vary from year to year. However, all children achieve well. Most children reach the expected goals in all areas of the Foundation Stage curriculum by the end of their reception year, although this is not always the case where the proportion of children of lower ability is high. Pupils in Years 1 to 4 continue to achieve well and this is resulting in improved standards overall. In each of the very small

year groups standards reflect the overall capabilities of pupils. In Year 2 the standard of writing is below average, and standards in reading, mathematics and science are average. A similar picture is reflected in the standards and achievement of pupils in Year 3 and 4, although writing in Year 4 is broadly average. Standards throughout the school in information and communication technology (ICT) and religious education are average, and pupils' achievement in these subjects is satisfactory. The quality of pupils' writing impacts on their learning in other subjects. The achievement of pupils with special educational needs is good and there is no significant difference between the achievement of boys and girls.

Pupils' personal qualities and their spiritual, moral, social and cultural development are good overall. Pupils' attitudes and behaviour are good as a consequence of very good relationships and procedures for managing pupils throughout the school. The school provides a positive learning environment for pupils and as a result they are keen to work hard and improve. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. Teachers know pupils very well and plan lessons that meet their learning needs and enable them to achieve well. Assessment information is used well by teachers to guide their planning and to inform target setting for pupils. Some aspects of teaching such as the use of plenary sessions, the marking of pupils' work and the use of resources are not of consistent good quality across the school. Teamwork is a very strong feature of teaching and all support staff make a very valuable contribution to pupils' learning.

The good curriculum is enhanced by very good enrichment activities that contribute significantly to pupils' learning and achievement. Provision made for pupils with special educational needs is very good as is the provision for pupils' personal, social and health education. Pupils benefit from good levels of care and very good support and guidance. These features of the school's work together with good links with parents, the community and other schools combine to support pupils' achievements well.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very effective leadership. She has the skills, vision and determination to improve the school. The leadership of other key staff is very good. Management of the school is good and is a consequence of the effective teamwork and commitment of all staff. Governance is very good. Governors know the school very well and have made a significant contribution to the school's good improvement. They ensure all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are pleased with the improvements made in the school and their level of satisfaction with the work of the school is good.

IMPROVEMENTS NEEDED

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

- Raise standards in writing.
- Make effective use of plenary sessions at the end of lessons to support pupils' learning.
- Ensure the best practice observed in teaching is firmly established in whole school practice.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of all pupils is good throughout the school. Standards at the end of Year 2 are below average in writing, and average in reading, mathematics, science, ICT and religious education.

Main strengths and weaknesses

- Standards in reading, writing, mathematics and science have improved significantly in the last year.
- Standards of writing are below average and this impacts on the standards pupils attain in other subjects.
- Pupils of all abilities achieve well in reading, writing, mathematics and science.

Commentary

1. The very small number of pupils in Year 2 means that the table of results for 2003 is omitted.
2. Because of the very small number of pupils in each year group it is inappropriate to compare the school's results in national tests with national averages as a basis for evaluating the quality of the school. However, national data indicates that standards for pupils in Year 2 at the time of the last inspection were well above average in reading and mathematics and above average in writing. In the following two years standards fell and those reported in 2003 were well below average in reading, writing and mathematics in comparison to schools nationally. They were below average in reading and well below average in writing and mathematics compared to similar schools. This apparent decline in standards is explained in part by the lower overall abilities of pupils in these very small cohorts and partly as a result of a significant turnover of teaching staff during this period. Over the last year the staffing situation has stabilised. As a consequence of the very good leadership of the headteacher all staff have established a shared vision and determination to raise standards overall by improving pupils' individual achievement. Whilst some aspects of the school's work remain to be firmly established in whole school practice, the overall good quality and consistency of teaching has succeeded in raising significantly pupils' achievement and standards over the last year. For example, assessment information clearly shows that the attainment of almost all pupils in Year 4 has risen at almost twice the expected rate in reading and writing in the last year. No pupil has made less than the expected improvement and most are now attaining the levels expected for their age in reading, writing, mathematics and science. The school is in a good position to secure further improvement. There is no significant difference between the achievements of boys and girls.
3. Standards on entry to the nursery and reception classes vary significantly from year to year as a consequence of the proportions of children with above or below average ability in these very small year groups. Currently, the attainment of children in these classes is broadly average. Good teaching enables all children achieve well from their individual starting points. The very good provision made for children's personal, social and emotional development ensures that by the time they enter Year 1 children are well motivated and keen to learn. Most children reach the expected goals of the Foundation Stage curriculum in all areas of learning.
4. Standards seen in lessons in Year 2 are average in speaking and listening and reading, and below average in writing. Nearly one quarter of pupils in this year group have social, emotional and behavioural difficulties that have hindered their learning in past years. The improvement in their attitudes and behaviour in the last year has enabled them to make good progress and make a positive contribution to the overall standards seen. Comprehensive assessment

information clearly shows that pupils of all abilities have achieved well in relation to their individual capabilities. A similar picture of improved progress and achievement is evident in the work of pupils in Years 1, 3 and 4. However, although standards in writing in Year 3 have improved from the well below average standards reported for this group in 2003 national tests, they remain below average overall because of the large proportion of lower ability pupils in the group. Pupils of all abilities achieve equally well as a consequence of good teaching that is appropriately supportive and yet challenging.

5. Standards in mathematics and science are improving and are average in Year 2 and all other year groups. Pupils achieve well in both subjects because of a whole school focus on learning through exploration and first hand experience. However, due to the quality of their writing pupils' recording of work in both mathematics and science is not as good as their knowledge and understanding. Standards in ICT and religious education are average and pupils' achievement is satisfactory in these subjects.
6. Pupils with special educational needs make good progress and achieve well in relation to their individual targets for improvement. As the number of these pupils in the school is above average their good progress makes a significant contribution to the overall good achievement seen in the school. Very good leadership and management of the provision ensures pupils are supported very well by teachers, and teaching assistants. Pupils' needs are clearly identified, and effective use is made of a range of support strategies both in the classroom and in withdrawal sessions to help pupils improve both academically and socially.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are good overall. Their spiritual, moral, social and cultural development is good and, as a result, behaviour in and around school is good. Attendance levels are satisfactory.

Main strengths and weaknesses

- Pupils' positive attitudes and good behaviour help them to achieve well.
- Relationships between pupils and between pupils and staff are very good.
- School provides a good range of opportunities for pupils to take responsibility.
- Good provision is made for pupils' spiritual, moral, social and cultural development.

Commentary

7. Pupils show good attitudes to learning in lessons. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is because teachers plan lessons that pupils find interesting and set appropriately challenging tasks that ensure that pupils of all abilities have the opportunity to achieve well. The personal, social and emotional development of children of nursery and reception age is fostered very well so that most achieve the early learning goals in this area.
8. The school is industrious with a happy working atmosphere. This promotes good behaviour in the classroom and around the school and has a positive impact on pupils' learning. There are a few children who find sustaining good behaviour difficult. Adults support these pupils very well with patience and understanding. Each step in the very good behaviour policy is followed consistently by all members of staff. At playtimes pupils play harmoniously together and staff respond very quickly to the few minor incidents which occur so that pupils are soon able to resume playing happily together. All pupils discuss their personal targets with teachers and agree class rules. They are fully aware of the high standards expected and insisted upon by all staff. No signs of aggressive behaviour were seen and both parents and pupils confirmed that bullying is rare. Older pupils consider that standards of behaviour have improved significantly over the last year and that instances of inappropriate behaviour are dealt with quickly and efficiently.

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	55	24	0
Black or Black British – Caribbean	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. There have been 24 fixed period exclusions involving six pupils during the past academic year. The inspection team judged that the school's action had on these occasions been used as part of the very good behaviour policy as a necessary and effective strategy for managing pupils with extremely challenging behaviour. These pupils have been successfully re-integrated into school after their periods of exclusion.
10. Pupils are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These include acting as monitors, being members of the pupil parliament and acting as "buddies" at playtimes. Discussions held with pupils, show clearly that they take their responsibilities of living in a community seriously and they become increasingly mature as they move through the school.
11. Pupils develop very positive relationships and respect for the feelings of others as they play and work together. For example, in an English lesson, pupils in Years 3 and 4 discussed poetry with sensitivity, and valued each other's opinions and views. All staff act as very positive models for pupils to aspire to by giving praise and encouragement at every opportunity. These very positive relationships secure a learning environment in which all pupils feel valued and can learn well. Pupils say they feel very proud when rewarded for their efforts.
12. Opportunities to promote pupils' spiritual development are pursued well during assemblies and through subjects such as personal, social and health education and religious education. Residential visits and the many opportunities pupils have to work and play together make a good contribution to their social development. Every pupil is valued, which reflects the school's motto that "Everyone is Special". The school's caring ethos, and very good examples set by staff results in pupils knowing right from wrong. The school ensures that pupils experience the traditions of a wide range of cultures as well as their own. For example, they e-mail schools around the world to collect evidence about the weather, and visit an Indian restaurant. Although the school is situated in an area where there is little cultural diversity, it actively pursues opportunities to ensure pupils are aware of the cultural and ethnic diversity of British society. These include, for example, presentations by the county diversity team.¹
13. Attendance levels at the school are satisfactory and the vast majority of pupils arrive punctually at the start of the school day. The school works hard to make all parents aware of the importance of high levels of attendance and follows up any unexplained absences rigorously.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.2
National data	5.4	National data	0.4

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

¹ A team of people who work in schools to raise pupils' awareness of ethnic and cultural issues.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching is good and this ensures pupils learn well. The good curriculum is enhanced very well by additional learning opportunities. Pupils are well cared for and receive very good support and guidance. There are good links with parents, the community and other schools. The ethos for learning is good.

Teaching and learning

The quality of teaching and learning is good. Assessment is good overall.

Main strengths and weaknesses

- Teachers have good subject knowledge and expect pupils to achieve well.
- Good teaching methods, very good relationships and the very effective management of pupils ensure all pupils are motivated to learn.
- Very good use is made of the skilled support staff.
- Assessment information is used well to support pupils' learning.
- Plenary sessions are not used effectively.
- Some good aspects of teaching are not firmly established in whole school practice.

Commentary

14. The teaching of children in the nursery and reception class is consistently good with some very good features. Children achieve well because particular care is taken to plan activities that they find interesting and that are well matched to their learning needs. Very good relationships and levels of support for individual children ensure they quickly become accustomed to school routines and develop positive attitudes to learning.
15. In Years 1 to 4 pupils continue to learn and achieve well because teachers plan lessons that have clear learning objectives and successfully build on pupils' previous experiences. Good attention is paid to the different learning needs of pupils so that the tasks they are given are appropriately supportive and challenging. Pupils say they find lessons interesting and as a result they are well motivated and develop positive attitudes to learning. Very good relationships based on trust and respect ensure that pupils work hard and are keen to improve. Pupils are provided with many opportunities to work together and do so in a collaborative and co-operative manner that supports not only their learning in subjects but also their personal and social development. Although lesson planning is good, plenary sessions at the end of lessons are often cut short and rushed. Consequently they are not used effectively by teachers to check pupils' understanding, to correct mistakes pupils may have made, or to enable pupils to evaluate what they have learned. Overall, the use made of resources to support pupils' learning is good. However, at times there is a lack of consistency in approach and planning for the use of resources that results in satisfactory rather than good learning. For example, in a religious education lesson the opportunity to use artefacts linked to Judaism was missed even though they were available in the school.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	14	3	0	0	0

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

16. Teachers have good subject knowledge and are skilled at recognising and using additional learning opportunities as they arise in lessons. These often arise as a result of focused questioning by teachers which is used effectively to gauge pupils' understanding and take their learning forward. During discussions all pupils' responses are valued which serves to raise their self-esteem and ensure that they take an active part in lessons.
17. Throughout the school there is an expectation of high standards of behaviour. All adults consistently reinforce these expectations, but do so in a very supportive manner that is appreciated and respected by pupils. A few pupils display very challenging behaviour in lessons. Teachers employ a good range of strategies to successfully manage these pupils and as a result there is little disruption of lessons and pupils remain focused on their learning. As a result, the working atmosphere of the school is productive and fully supports pupils' effective learning. Consequently pupils' achievement is good and overall standards are rising.
18. The partnership between teachers and support staff is very constructive and supports pupils' learning very well. All support staff are well briefed by teachers and this enables them to provide very good support for pupils of all abilities. When working with pupils with special educational needs, they are fully aware of the specific support pupils require and provide them with the help they need to meet their individual targets.
19. Assessment throughout the school is good overall, and very good in English. Teachers regularly assess what pupils can and cannot do through questioning, marking their work and the analysis of test data. This information is used well to guide the planning of future lessons to ensure that activities closely match pupils learning needs. Targets are set for pupils in English and mathematics, and pupils know what they are expected to do to improve. These whole school procedures ensure that teachers have relevant up-to-date information about pupils and they use it well to monitor the progress pupils are making in subjects and in their personal development. Assessment in English is very good because teachers' marking is closely linked to the lesson objectives and this gives pupils a very clear indication about what they have learned and need to do next. However, this is not always the case in other subjects as whole school practice has yet to be firmly established.

The curriculum

The school provides a good curriculum. Very good enrichment activities support pupils' learning well. Accommodation and resources to support learning are satisfactory overall.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- Provision for pupils' personal, social, health education and citizenship is very good.
- Opportunities for enrichment of the curriculum are very good through the effective use of visits and visitors and a broad range of after-school clubs and special events.
- Good links between subjects make learning interesting and relevant to pupils.
- The school is committed to ensuring that all pupils are able to take part in all aspects of school life.
- Opportunities for pupils to practise their ICT skills individually are limited.

Commentary

20. The quality and range of the curriculum is good and meets all statutory requirements. The local syllabus for religious education is implemented satisfactorily. The curriculum is well planned and effective links are made between subjects. This organisation of the curriculum, and the emphasis placed on practical activities ensures all pupils can become fully involved in active learning. Teachers make good use of ICT to support pupils' learning in other subjects. For example, when learning to interpret data in mathematics pupils make effective use of ICT to analyse and present their work. This supports pupils' achievement as they find lessons

interesting and relevant. However, although the number of computers available meets requirements, there are too few to enable pupils to work on their own for sufficient time to improve their individual attainment.

21. Provision for personal, social and health education is very good and permeates all aspects of the school's work. Lessons are planned to help pupils explore personal issues and develop a good understanding of their roles and responsibilities as members of a community. In addition, the school provides pupils with guidance relating to drugs and relationships at a level appropriate for their age. Support for pupils' personal and social development is strong. Pupils benefit from the very positive role models presented by all staff, and additional learning opportunities such as their work at the Forest School where they develop their personal and social skills through teambuilding exercises in an outdoor environment. Staff are committed to making sure that all pupils are fully included in all aspects of school life and this contributes to the positive ethos in the school and pupils' achievement. Good induction arrangements and positive links to other schools ensure pupils are well prepared for the next stage in their education.
22. There is very good provision for pupils with special educational needs. Very good leadership and management of this aspect of the school's work ensure that the particular needs of pupils are identified at an early stage. Effective strategies are put in place quickly to support them and as a result pupils make good progress towards the targets set for them. All staff are committed to providing pupils with special educational needs with the best help possible and actively pursue training and support to enable them to achieve this goal.
23. Visits, visitors and special events are used very well to enrich the curriculum. These include a residential trip for the oldest pupils, work with the Exmoor Rangers and visits from people from other cultures. Local artists work regularly in school and links with the local church are strong. Children in the nursery go on a weekly "wellie walk" to explore their locality and older pupils use e-mail to contact schools around the world to broaden their understanding of other cultures and support their knowledge and understanding in geography. Pupils are regularly involved in a wide range of sporting activities and compete successfully in local tournaments with other schools. The use of professional coaches does much to add to pupils' experiences and promote good attitudes to sport and the involvement of pupils in physical activity. All pupils have the opportunity to become involved in musical activities. This includes additional instrumental tuition from peripatetic music teachers and singing in the whole school choir. Pupils say they appreciate being able to take part in the additional activities provided by the school because they make learning fun. They also value being able to mix with pupils from other schools, as they will know more pupils when they transfer to middle school.
24. Accommodation and resources are satisfactory overall. They are good for children in the Foundation Stage. The hall is barely adequate for the number of pupils using it for games and the school has no field although it makes good use of the village facilities to compensate for this. Colourful and good quality displays of pupils' work enhance the accommodation to produce a pleasant and stimulating learning environment for pupils. The committed team of able teachers is well matched to the needs of the curriculum. Well-trained and well-deployed support staff work very effectively with teachers and pupils and their commitment and expertise make a significant contribution to the good curriculum provision.

Care, guidance and support

The care and welfare of pupils is good and they receive very good support and guidance. Pupils are actively involved in the work of the school.

Main strengths and weaknesses

- Pupils have a very good and trusting relationship with all adults.
- Close monitoring of pupils' progress supports their good achievement.

- The school seeks the views of the pupils and acts on them when appropriate.
- Children are introduced to school life well.

Commentary

25. The school provides a happy and safe environment that supports pupils' good learning. Pupils' awareness of how to secure a healthy and safe lifestyle is promoted very well through the personal, social and health education programme. Child protection procedures are very good. The school is very vigilant in this area and works hard to secure the help and advice it needs to support pupils and their families effectively.
26. The very good relationships between pupils and staff enable pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Pupils say that the staff are nice and kind and parents describe the school as very caring. The school works well with other agencies to provide pupils who have special educational needs with the care and guidance they need to improve. The support for pupils whose special educational needs are linked to their social, emotional and behavioural development has been effective in improving their attitudes and behaviour sufficiently to enable them to learn well. This is having a positive effect on the overall standards attained in the year groups to which these pupils belong. Good assessment procedures ensure that teachers are able to track effectively the academic and personal progress made by all pupils. All pupils, including those with special educational needs, have and are aware of their own targets for improvement and are given good support to enable them to meet them. These effective procedures make a significant contribution to pupils' good achievement overall. Pupils value the help they receive and work hard to improve.
27. Well established, good induction arrangements ensure that children settle happily into the nursery and reception class. Similarly, pupils are well prepared for transfer to the middle school. Pupils who start school at times other than the beginning of the school year are well looked after and made to feel welcome and so settle quickly into the school.
28. All pupils are valued and are able to contribute to the life of the school. They make their views known through the pupil parliament that meets once a term. Pupils who are members of the parliament clearly understand their role of representing the opinions of their classmates. They take their responsibilities very seriously and have been involved in choosing playground equipment, and exploring ways of improving behaviour in the school. It was at their suggestion that classrooms have "cooling out" areas to enable pupils to regain composure when necessary without having to leave the classroom. They know that the headteacher and staff listen to their views and act on them whenever possible.

Partnership with parents, other schools and the community

The school has good links with parents, the community and other schools and colleges.

Main strengths and weaknesses

- Parents are very supportive of the school.
- Parents make a good contribution to their children's learning at school and at home.
- Effective links with the community and other schools help to enrich the curriculum and ensure that pupils transfer happily on to their next stage of education.

Commentary

29. Parents are well satisfied with the school and they consider that it has improved significantly in the recent past. They feel comfortable about approaching staff and are happy with the procedures to deal with any concerns or complaints. They feel that their children are encouraged to be mature and responsible and they appreciate the range of extra curricular

activities the school provides. Parents make a good contribution to their children's learning by providing good help in the classrooms and helping on educational visits. Parents' work hard to raise funds to buy equipment to help in their children's learning.

30. The school works hard to involve parents in their children's learning. Parents are well informed about the school through the prospectus and regular newsletters. They are also well informed about their children's progress through consultation evenings and good annual reports. Parents of children in the reception class are particularly appreciative of the information given to them. They also welcome the opportunity to work with their children and teachers on activities that support their children's learning of basic skills through their involvement in the Share project. All parents say that they are helped to support their children's learning because teachers are approachable and curriculum and consultation evenings provide them with the information they need. They also value participating in the everyday life of the school and special events such as the arts and crafts week and the health week. Parents appreciate the support they receive from the school and, as a result of the school's involvement in a number of initiatives, the access they have to family support agencies. Parents' views are regularly sought, for example through questionnaires, and these views are taken, valued and acted upon.
31. Effective links with the community include a good level of involvement with the Church of England that reflects the religious affiliation of the school. Local groups meet on the school premises and pupils participate in community events such as the local flower festival. Good use is made of community facilities such as the recreation field to support pupils' learning in physical education. The wider community is also used well as an educational resource. For example, pupils travel on the steam train to visit Minehead and dance at the West Somerset country dancing festival.
32. Links with local schools are productive and support pupils' learning as the school gains access to additional activities for pupils and training for staff. Good links with the local middle schools ensure that pupils are well prepared and are able to move confidently to the next stage in their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. Governance of the school is very good. The leadership of the headteacher is very good. Other staff provide very good leadership and the school is well managed.

Main strengths and weaknesses

- The headteacher has created a well-focused team that is very committed to improving the school.
- Governors know the strengths and weaknesses of the school very well and have a very clear vision for the future improvement of the school.
- Very good use is made of monitoring and assessment information to evaluate the school's effectiveness and identify areas needing improvement.
- Secure financial management ensures school funds are focused on the school's educational priorities.

Commentary

33. Over the last year the school has experienced significant changes in staffing. Under the very good leadership of the headteacher, a talented and dedicated team of staff with a real sense of commitment and purpose has been secured. The headteacher and other key members of staff lead by example and have established high aspirations for the school. There is shared vision and commitment to improving the quality of education and a very clear sense of direction has been defined. Very good procedures are in place to check upon the school's performance and evaluate all aspects of its work. This information is used very well to identify the school's

key priorities for improvement and detailed plans are drawn up that show very clearly what the school needs to do to achieve them. All aspects of the school's work reflect the commitment to providing the very best educational experiences for all pupils. Throughout the school all adults make sure that all pupils are valued as individuals and that they are given very good guidance. Consequently all pupils feel trusted and respected and are fully involved and included in all that the school does.

34. Governance of the school is very good. Governors ensure the school complies with statutory requirements and are fully involved in evaluating the school's effectiveness and preparing action plans for improvement. Well-established monitoring procedures provide them with the information they need to fully understand the school's strengths and weaknesses. Under the strong leadership of the very knowledgeable chair of governors, all governors are able to challenge yet support the school in a very productive way. This very positive working relationship has helped to secure the school's good improvement since the last inspection. Governors pursue training opportunities well to enable them to carry out their duties as effectively as possible. They work very well with the headteacher and as a team. They are proactive and forward looking in their efforts to improve the school.
35. Management of the school is good and improving as the newly formed team establishes its working practices. Induction procedures for new staff are good and have enabled new staff to become effective in their roles. Subject leaders manage their subjects well and work very effectively as a whole school team. Teaching and learning are monitored effectively and linked closely to staff development and the securing of whole school improvement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	386,142	Balance from previous year	26,379
Total expenditure	336,440	Balance carried forward to the next	49,702
Expenditure per pupil	4,911		

36. Financial management of the school is good. The administrator is efficient and effective. Governors have a good understanding of best value and allocate funds to best serve the needs of pupils.
37. Although the expenditure per pupil appears high it includes money allocated for specific school support, building works completed in the accounting year but not invoiced and funds retained by governors to enable them to sustain staffing levels during a falling roll situation over the next year. Taking these factors into account the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The attainment of children admitted into the very small groups of children in the nursery and reception class varies from year to year depending on the proportions of children with above or below average ability. The overall attainment of children in these classes seen during the inspection was broadly average. Children in their reception year join a class that also contains Year 1 pupils. Teaching in the nursery and reception class is good overall with some very good features that enable children to learn well. The skilled and knowledgeable support staff work very closely with teachers and make a significant contribution to children's learning. A good number of parents and grandparents regularly work in the nursery and reception class and their support also contributes well to children's learning.

The newly formed team of teachers and support staff work very closely together. Very good leadership and good management have ensured that the good quality provision for children in the Foundation Stage has been maintained since the last inspection. Teachers have a good understanding of the learning needs of children and planning and assessment procedures are good. Teachers work closely together to ensure that children's learning builds well on what they already know and can do. Children with special educational needs are very well supported through the planning of activities to meet their specific needs and the help they receive from all staff. For some sessions each week reception age children have access to the very stimulating nursery outdoor play area and teachers swap classes. This close liaison is effective in securing good quality learning opportunities for all children and ongoing professional development for teachers. Accommodation and resources are good and are used imaginatively to enhance children's learning. Teachers recognise that towards the end of the summer term some additional structure could be introduced to activities for those children moving into reception or Year 1 to prepare them better for the increasing expectation of being able to work independently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good and adults have high expectations of children's behaviour.
- Activities encourage children to work together and develop good attitudes to learning.
- Adults manage children very well and provide very good role models for children.
- Adults and the organisation of the classrooms support children's independence well, although this could be more structured towards the end of the year for older children.

Commentary

38. Children achieve well and most reach the expected goals by the end of their reception year, and some exceed them. Teaching is very good and all adults act as very good role models. Children are treated with a great deal of respect and care and are managed very well. As a result relationships in the nursery and reception class are very good. Classrooms are stimulating learning environments and children quickly settle and feel secure. They are keen to become involved in activities and most are able to co-operate, share and take turns. Adults encourage children to be responsible for their actions and as a result children develop very positive attitudes to learning and good self-help skills. Children trust adults and know that they will receive support from them if they need it. They are increasingly able to do things independently because classrooms are organised to allow them to access activities and materials without adult help. The school recognises that towards the end of the school year

additional structure could be added for older children in the nursery and reception class to prepare them for the increasing expectation of completing a specific activity without adult support.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are given many opportunities to develop their speaking and listening skills.
- Assessment information is used well to plan activities that will take children's learning forward.
- Stories are used well to stimulate children's interest in reading.

Commentary

39. All children achieve well in relation to their individual starting points. By the end of their reception year most reach the expected goals for this area of learning and some exceed them. Good teaching helps children to become confident communicators who also listen well to each other and adults. During individual, and small group activities adults constantly engage children in conversation. They provide good role models and are skilled at asking questions that require children to think carefully and give more than a single word response. Regular assessments and observations completed by the teachers and support staff provide valuable information that is used well to plan activities that clearly focus on what children need to do next and this secures good learning. Stories are used well to stimulate children's interest in reading. For example, in the nursery children listened to and acted out the story "Mr Gumpy's Outing". With adult help they were able to retell the story by sequencing pictures depicting events in the story. In the reception class children showed a good awareness of story structure as they recounted events from the story "The Lighthouse Keepers Lunch". Planned creative activities provide good opportunities for children to act out, and develop further the main events of the stories they have heard. This good practice enables all children to learn well. Children are helped to learn about letters and the sounds they make in the nursery, for example, when writing their name and engaged in role-play. These skills are developed effectively by well-structured teaching in the reception class.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a good emphasis on practical activities.
- Adults use questioning effectively to extend children's learning.
- Resources are used well.

Commentary

40. Most children reach the expected goals by the end of their reception year and some exceed them. They achieve well because teaching is good. A strong emphasis is placed on practical activities that ensure children remain motivated and enthusiastic and consequently learn well. Games, songs, and rhymes involving counting help secure children's understanding of number. Adults are skilled at asking questions that challenge children to count accurately and think carefully when solving problems. For example, when making picnic kebabs in the nursery children were helped to count out the correct number of ingredients, and to say whether or not they had enough to complete the making of the kebab. By the time they are of reception age most children have a secure understanding of the value of numbers and can

recognise, match and order numbers to ten. Construction equipment and a wide range of creative activities effectively support children's knowledge of shapes. Whilst involved in sand and water play children learn about capacity and further their sorting, counting and ordering skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good resources are used well to stimulate children's interest.
- Effective questioning and the quality of discussion between adults and children promote effective learning.
- Teachers actively pursue learning opportunities as they arise during the day.

Commentary

41. Teaching is good and as a result children achieve well. Most reach the expected goals in this area of learning by the end of their reception year. Teachers plan a wide range of stimulating activities that capture children's imagination and support their good learning. The outdoor play area is used well to provide children with many opportunities to investigate and learn about the natural world. They grow flowers and vegetables and so learn what plants need to grow. Unplanned opportunities to extend children's learning are seized by adults. For example, having found a spider under a bench in the nursery, children were encouraged to look at it carefully using magnifying lenses. Good questioning by the teacher led to a productive discussion that increased children's knowledge and understanding of spiders and promoted their interest in the nature. In the reception class children's learning is also extended through challenging questions. For example they were asked to explain why they thought a programmable toy would end up in a particular place after being given a set of instructions.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Activities to develop children's control over their bodies are good.
- Good resources are used well.

Commentary

42. Teaching is good and activities are securely based on a clear knowledge of what children can already do, and the sort of activity they find interesting. As a result children achieve well and most reach the expected goals by the end of their reception year. Good quality resources including a variety of small and large construction kits, large outdoor climbing equipment, trikes and scooters are used enthusiastically by children. They develop an awareness of space and each other that is appropriate for their age. Children handle small objects such as paintbrushes and pencils with increasing skill as they move from the nursery to reception. Children find the good range and quantity of resources stimulating and concentrate well and work co-operatively when involved in physical activity

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Practical activities encourage children to use their imagination and make connections to other areas of learning.
- Role-play is well supported by adults.
- Classroom displays and good resources provide children with the opportunity to experience and use a wide range of materials.

Commentary

43. Good teaching ensures children achieve well and most reach the expected goals in this area of learning. Many practical activities are planned that encourage children to become actively engaged in using their imagination and this leads to good learning. For example, when painting and working with collage materials they experiment with colour and texture. Displays based around themes such as “water” and “the seaside” provide children with opportunities to handle natural objects such as shells and pebbles. They use their senses to experience their texture and make comparisons. Adults make a valuable contribution to children’s learning in the role-play areas. For example, in the “seaside café” adults encourage children to take on and act out the role of characters. Effective questioning and guidance from adults secures purposeful play that supports good learning. These sessions provide additional valuable opportunities for children to develop their speaking and listening, writing and counting skills through, for example, the writing of orders for food and counting of ice-cream cones.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Very good use of assessment helps teachers to plan work to meet the needs of all pupils.
- Good teaching and support ensures good progress and achievement for all pupils.
- Although improved, standards of writing are below the expected levels and this hinders pupils’ learning in other subjects.
- Effective team management of the subject has a positive impact on standards and achievement.
- Plenary sessions are not used effectively.

Commentary

44. Standards on entry vary from year to year and reflect the overall ability of each of the very small year groups in the school. Evidence gathered during the inspection shows that there has been a marked improvement in standards over the last year. In Year 2 pupils’ attainment in speaking and listening and reading is average overall, although their attainment in writing is below average. However, nearly one quarter of these pupils have special educational needs and comprehensive assessment information and pupils’ work shows that they have made good progress and achieved well in relation to their individual capabilities. A similar profile of improved progress and achievement is evident in the work of all pupils, including those with special educational needs, in all other year groups. For example, the standards attained by almost all pupils in Year 4 in reading and writing have improved by more than that expected over the last year.

45. Teachers work hard to develop all pupils' speaking and listening skills through class and paired discussions. Teachers are very good role models and listen carefully to pupils and value what they say. These activities demonstrate the school's commitment to developing pupils' personal and social skills across the curriculum and reflect the school's aims. Pupils are encouraged to use sentences rather than single words and teachers use imaginative ways to boost pupils' confidence and raise their self-esteem. A good example of this was seen in a Year 1 lesson where having composed their own verse of a poem, "Behind the dustbin" pupils used computers to record themselves reciting the verse. Their work was completed through the inclusion of illustrations. Pupils were very proud of what they had achieved and keen to show their work to others. Standards in speaking and listening in the school overall are average although they vary between individual pupils and year groups. However, by the time pupils are ready to leave the school they are all much more confident speakers and their vocabulary is much improved.
46. Pupils' reading skills develop well and most pupils have positive attitudes to books and to reading. Teaching is appropriately focused on ensuring that pupils have a secure grasp of letter sounds to help them work out unfamiliar words. Year 2 pupils talk about authors and illustrators and know what a contents page and index is and how they can be used to help find information. Library skills are taught well and this enables pupils to locate independently information on a given topic. By Year 4 pupils are also able to locate information using computer discs and from the Internet. Parents are encouraged to write comments in pupils' reading records but more effective use could be made of these to enhance the involvement of parents in their children's learning.
47. Very detailed assessment records and an analysis of work completed by pupils in all year groups over the last year show that pupils' writing has improved significantly. However, for a significant number of pupils it is not good enough to support well their learning in other subjects. For example, in science and mathematics pupils show a lack of confidence and skill in recording their work in written format. The school is well aware of the need to improve writing, and has identified it as a priority to help raise standards in all subjects across the whole school. Handwriting has improved since the last inspection as a result of focused teaching and pupils are given many opportunities to write for a range of purposes in different subjects. For example, pupils in Year 3 and 4 wrote about their ambitions in a personal, social and health education lesson. This use of writing across the curriculum has in part led to the improvement in standards and pupils' achievement. Good use is made of ICT to support literacy in some lessons although this is an area identified by the school for further development.
48. The quality of teaching and learning in English is good overall with some very good features. Relationships are very good and teachers are very good role models for pupils and constantly encourage them to work hard. Lessons based securely on the expectations of the National Literacy Strategy are well planned, and resources are used well to support pupils' learning. Assessment in English is very good and it is effectively used to track how well individual pupils are progressing and to help plan work that meets the needs of individuals and groups of pupils. Clear targets are set for pupils to improve and these are regularly referred to when teachers mark pupils' work. Teachers have the information they need, and use it well, to plan suitable interventions to help pupils overcome difficulties. One of the strengths of the teaching is the effectiveness of the teamwork between teachers and support staff. This close working partnership ensures all pupils, including those with special educational needs, receive the help they require to improve. Teachers have very high expectations of behaviour and manage pupils very well. They use a range of effective strategies to minimise the disruption caused by some very challenging pupils. Time in lessons is not always used as effectively as it might be. In particular better use could be made of whole class plenary sessions to review and consolidate what the pupils have learned in the main part of the lesson.

49. As English has been a whole school focus for improvement all teachers are involved in its leadership and management. This is effective because teaching staff are few in number, and there is a very strong joint sense of commitment. Effective monitoring and evaluation of teaching and learning provides the information needed to identify whole school improvement issues. All staff and governors have a very clear vision of how they want the subject to develop. It is this team commitment which is driving and sustaining the improvements. The school has made good progress since the last inspection by securing good teaching and improving the progress made by pupils.

Literacy across the curriculum

50. Teachers are very aware of the need to promote pupils' skills in literacy through other subjects and opportunities to do so are clearly identified in teachers' planning. For example a piece of extended writing arising out of a Year 2 visit to the local church effectively linked literacy with religious education. The school is aware of the need to further develop the use of literacy skills in other subjects in order to raise standards and pupils' achievement overall.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching secures a positive response from pupils so they learn well.
- All pupils achieve well.
- Assessment is used effectively to guide teachers' planning.
- Good use is made of practical work and ICT to support pupils' learning.
- Plenary sessions are not used effectively to reinforce pupils' learning.
- The marking of pupils' work is not consistent across the school.

Commentary

51. Inspection evidence, including well-documented assessment data, indicates clearly that standards in mathematics are rising. There has been a particularly marked improvement over the last year as the staffing situation has stabilised. Standards are now average in Year 2 and Year 4 and pupils throughout the school achieve well.
52. Teaching and learning is good throughout the school. The teaching of the youngest children is firmly based on learning through practical activities and this gives them a good start as they develop a secure understanding of the number system, shapes and measures. This practical approach continues throughout the rest of the school. Pupils work with a variety of resources to solve problems that enables them to learn well and secure their knowledge and understanding in all aspects of the subject. Pupils with special educational needs are supported well by teachers and support staff and more able pupils are given suitably challenging tasks. Consequently all pupils achieve well from their individual starting points. Teachers have high expectations of what pupils can learn and manage them very well in lessons. Activities successfully take pupils' learning forward because good use is made of assessment information to identify what pupils need to learn next. This represents good improvement since the last inspection. Pupils respond well and enjoy their lessons because they are confident they will be well supported. Teachers make good use of questioning in lessons to help pupils use what they already know to solve problems and to ensure that pupils develop a good understanding of mathematical vocabulary. Pupils are keen to contribute in lessons and always respect each other's views. The below average writing skills of a number of pupils hinders the progress they make in some aspects of mathematics such as when recording their work in tables and diagrams. Teachers work hard to help pupils overcome their difficulties in these situations by giving good demonstrations, clear guidance and where

necessary individual support. Although planned for, plenary sessions of lessons are often cut short and rushed and the opportunity for teachers to gauge pupils' understanding and reinforce their learning is missed.

53. Teachers plan well for the use of ICT to support pupils' learning. For example, pupils in Year 3 and 4 use spreadsheets and graphing programs to present and analyse data. Younger pupils use appropriate programs that help them develop secure counting and number recognition skills. The marking of pupils' work is thorough with the best clearly showing pupils what they have learned and what they need to do next to improve. However, this practice is not consistent across the school so some pupils are not always clear about how well they are doing.
54. Very good leadership of mathematics has established a clear vision for further improvement in the subject. Good management has secured a whole school approach to teaching mathematics based on the National Numeracy Strategy. To raise the quality of provision further the school recognises the need to ensure that agreed teaching strategies are consistently and firmly embedded in whole school practice.

Mathematics across the curriculum

55. Pupils successfully use and apply their mathematical skills in other subjects. For example, pupils in Year 4 make good use of data handling and graphs in science and pupils in Year 2 improve their understanding of symmetry, when exploring pattern in art and design.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Principles of scientific investigation are developed well.
- Teaching is good and pupils learn well and make good progress.
- The very good teamwork between teachers and support staff ensures all pupils receive very good support for their learning.
- The quality of pupils' recording in science is below average.
- There are inconsistencies in the quality of marking of pupils' work.

Commentary

56. Overall, standards in science are average. The emphasis on learning through scientific investigation is supporting the raising of standards in science as it ensures pupils' knowledge and understanding of scientific facts are secure and they can confidently plan to test their ideas. However, as the writing skills of a number of pupils are below average their recorded work does not always reflect their level of understanding and slows the progress they make. Despite this limitation, all pupils, including those with special educational needs, are making consistently good progress and achieve well in relation to their individual capabilities.
57. The quality of teaching is good. Teachers have good subject knowledge and plan lessons that pupils find stimulating and fun. Good use is made of resources to motivate and enthuse pupils to learn. Teachers have very high expectations of pupils' behaviour and relationships are very good. These features secure pupils' positive attitudes and they involve themselves fully in all discussions and activities. Pupils who display very challenging behaviour are managed very well by teachers to minimise any potential disruption to lessons. The very good teamwork between the teachers, support staff and parent helpers results in all pupils being given very good support in lessons, and this helps them to learn and achieve well. Whilst it is never less than satisfactory, the quality of teachers' marking of pupils' work is inconsistent across the

school. Where it is good, pupils are given clear guidance on what they need to do to improve. Opportunities to improve pupils' literacy skills through marking are often missed as incorrect spellings and poor written presentation are not always commented upon. As a result, the good level of expectation regarding acceptable standards for writing made clear in English lessons is not being reinforced.

58. Pupils particularly enjoy the practical nature of science lessons. They co-operate and collaborate well as they work and consider each other's views and ideas with respect. Pupils work hard to apply the knowledge they already have when planning and carrying out investigations. For example pupils in Year 2 use their knowledge about the successful characteristics of spinners to suggest which kind of paper would improve a spinner's performance. Using a computer pupils record their spoken and written observations. This effective use of ICT supports both their skills in science and literacy. Pupils in Year 3 and 4 have gained sufficient confidence to make carefully considered predictions as to the outcome of their investigations. For example, when considering whether or not seeds would germinate and grow without soil a pupil commented, "I don't think they will grow, but if they do it won't be for long as they'll have nothing to anchor their roots into and will soon fall over".
59. Leadership and management of the subject are good and all staff work well together as a team. Good use has been made of assessment and monitoring information to establish a clear action plan for improvement in the subject. Staff articulate strongly their commitment to bringing these improvements to fruition.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- ICT is used well to support learning in other subjects.
- The teaching of basic ICT skills is good.
- Resources have improved but more are needed to ensure pupils have the opportunity to improve their attainment.

Commentary

60. Standards overall are in line with national expectations at Year 2 and Year 4. The achievement of all pupils, including those with special educational needs, is satisfactory. Pupils in Year 1 use word and picture banks to create labelled diagrams, and confidently enter instructions into a programmable toy. In Year 2, pupils import digital photographs and add text to create advertising posters for sports day. Pupils throughout the school confidently record their own voice to accompany their work. Pupils in Year 4 have good keyboard skills. They regularly use digital cameras to record their work, special school events and visits.
61. The quality of teaching is satisfactory overall with some consistently good features. Pupils are enthusiastic and well behaved because teachers manage them very well and relationships are very good. Teachers have good subject knowledge and give good demonstrations to help pupils to become confident in basic ICT skills. However, as teachers have to give these demonstrations at a workstation it is difficult for all pupils to see clearly the steps that are being shown to complete a task and this results in satisfactory rather than good learning. Resources have improved since the last inspection but small groups of pupils often have to share a computer and this limits the time pupils have as individuals to learn and practise new skills and to explore programs or to develop their own ideas. Although pupils work well together this situation limits the opportunities they have, to achieve well and improve their attainment. Teachers make regular assessment observations of pupils at work. This information is used well to gauge pupils' knowledge and understanding, to guide the planning of lessons and identify areas for whole school improvement.

62. The subject is well led and managed. There is a clear vision for improvement in the subject and the purchase of additional resources is planned for within the school improvement plan. Overall, progress since the last inspection has been good because of improvements in resources and staff expertise.

Information and communication technology across the curriculum

63. Good use is made of ICT to support learning in other subjects. Teachers plan for the use of ICT in most lessons. It is used well in English, mathematics and science to support the teaching of basic skills. For example, pupils in Years 3 and 4 collect and present information using spreadsheets and graphing programs, and design branching databases for a science topic based on habitats. In other subjects such as art and design it provides pupils with additional valuable learning experiences as they create and manipulate designs and pictures using a paint program.

HUMANITIES

64. Religious education was inspected individually and is reported on in full below. No lessons were observed in geography or history and no judgements can be made about provision or standards in these subjects. However, discussions were held with subject leaders and pupils, and school documents and displays were studied.
65. Inspection evidence indicates that planning for **geography** meets the requirements of the National Curriculum. The subject leader has a clear action plan for the development of the subject. Assessment procedures are good and provide teachers with the information they need to plan lessons that help pupils to learn. Pupils' learning is enhanced through the very good range of enrichment activities offered by the school. For example, pupils' understanding of environmental issues are supported by their involvement with the Exmoor Rangers, and visitors from Japan and India extend their knowledge of life in these countries. Through contacting schools around the world using e-mail pupils learn about how the weather differs in countries as far apart as Hong Kong and Ghana.
66. The subject leader for **history** has made good use of monitoring information to devise a clear action plan for the development of the subject. Good use is made of national guidance to support teachers' planning. Effective use of support materials produced by national organisations such as English Heritage, enhance teachers' knowledge and pupils' learning experiences. The use of artefacts loaned from the local museum service also support pupils' learning well.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution towards pupils' spiritual, moral, social and cultural development.
- Links with other subjects are good.
- Teachers and teaching assistants work well together to support pupils.
- Planning does not always make the most effective use of resources.

Commentary

67. Pupils' achievement and progress is satisfactory and they attain standards that meet the expectations of the agreed syllabus. Pupils with special educational needs receive good support and achieve as well as other pupils.

68. Teaching and learning is satisfactory overall with some good features. Teachers know the pupils well and work effectively with support staff to give all pupils the help they need to succeed in lessons. Good links with the local church help to make learning more meaningful to pupils, as do the links made between religious education and other subjects. For example, having visited the local church Year 2 pupils completed a piece of written work that enabled them to practise skills learned in literacy. Effective use is made of religious education topics to supports pupils' spiritual, moral, social and cultural development. For example pupils consider what it might feel like to be lonely and alone, and through studying festivals such as Divali and Sukkoth pupils' awareness of other cultures and faiths is raised. Teachers plan carefully to ensure the requirements of the local syllabus are met. However, teachers do not always take into account how resources might be used to maximise learning opportunities for pupils. For example, although the relevant artefacts were available in school pupils in Year 1 learned about Hebrew scrolls from pictures in a book. In this instance, pupils' learning although satisfactory, was not as good as it could have been. Assessment is good and teachers use the information they gather to plan work that meets the needs of pupils.
69. Leadership of religious education is satisfactory. Staff have a shared commitment to develop the subject and monitoring information has been used well to draw up a clear action plan to support whole school improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. There was not enough evidence to make overall judgements on provision and standards in art and design, design and technology, music and physical education. No lessons were observed in these subjects although a choir rehearsal was seen. Discussions were held with subject leaders and pupils, and documents and displays were studied.
71. A review of some of the work in pupils' sketch books and displays around the school indicate that **art and design** is used well to support pupils' learning in other subjects. For example, Year 2 pupils combined their skills in art and design, information and communication technology and numeracy to produce a good quality display of symmetrical patterns. Work in Year 3 and 4 based on line, colour and tone, indicates that basic skills in art and design are taught well. Observational drawings displayed around the school are of good quality and indicate that teaching is good. Display around the school is good and places a high value on pupils' work and this helps to raise their self-esteem. Local artists are used to enrich pupils' learning experiences and this helps to raise the quality of their work. The arts week organised by the school ensures pupils' interest and enthusiasm for the subject is good. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
72. **Design technology** is well planned and links to other subjects are actively pursued. For example when designing and making money containers pupils practise their measuring skills and use their imagination to decorate their final products. Care is taken to produce products that are well finished and attractive. Pupils' work is regularly assessed and provision in the subject is monitored well to identify the next steps in its development.
73. **Music** is highly valued and plays an important part in the life of the school. Pupils have the opportunity to learn to play instruments and receive regular tuition from the local peripatetic music service. Pupils enjoy being in the school choir and the quality of their singing is good. They work hard in practice sessions because teaching is lively and stimulating. Pupils in Year 2 can compose their own piece of music and record their work using their own notation. Pupils' spiritual, moral, social and cultural development is well stimulated by music.
74. The curriculum for **physical education** is well planned. The subject is led and managed well and a clear plan for improvement has been drawn up based securely on monitoring information gathered from, for example, the observation of lessons. Although the school has

no field it makes good use of local facilities. Pupils benefit from working with a number of professional coaches to improve their skills. The school successfully competes in a number of local tournaments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- All staff work hard to include all pupils in every aspect of school life.
- Very good pupil management strategies help to raise pupils' self-esteem.
- The school successfully fosters very good relationships and respect for others.

Commentary

75. Staff provide very good role models for pupils and encourage them to respect all members of the school community and understand the impact of their actions on others. Relationships between pupils and between pupils and adults are very good and allow pupils to grow personally and academically in an atmosphere where they feel valued and trusted. Pupils learn effectively as a consequence of the well-planned personal, social and health education programme, and through additional learning opportunities such as working in the Forest School. The expectations of the programme permeate all aspects of the school's work and are underpinned by the Christian values it promotes. Productive, open discussions in lessons involve pupils in thinking about right and wrong, and help to give them the information they need to make decisions about their actions in a variety of situations. Assemblies are a special time when pupils carefully consider their place in the world, and the influence they can have on others. These occasions take place in an atmosphere of respect and celebration, and often include opportunities for pupils to develop spiritually and consider moral issues. Staff management of pupils is very positive and consistent in its approach and this fully supports the school's very good provision for personal, social and health education. As a consequence of this pupils understand what is expected of them and grow personally, secure in the knowledge that they will be treated fairly and well supported. Pupils receive good information and advice regarding relationships and drugs education through their work in science and from visiting speakers.
76. The provision for personal, social and health education is monitored very carefully to ensure it meets the very wide range of needs of pupils at the school. Staff have worked hard to develop the skills necessary to manage all pupils with sensitivity and understanding. Very good use has been made of outside agencies to support the school in its' work in this area. The positive and caring ethos of the school reflect and endorse fully the school's motto "Everyone is Special".

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The effectiveness of management

3

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