

INSPECTION REPORT

Ruishton CE Primary School

Newlands Road, Ruishton, Taunton

LEA area: Somerset

Unique reference number: 123822

Headteacher: Mr N Dalton

Lead inspector: Joan Walker

Dates of inspection: 13th – 16th October 2003

Inspection number: 257373

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll;	151
School address:	Newlands Rd Ruishton Taunton Somerset
Postcode:	TA3 5JZ
Telephone number:	01823 442832
Fax number:	01823 443664
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Bridget Dickinson
Date of previous inspection:	01/03/1999

CHARACTERISTICS OF THE SCHOOL

Ruishton Church of England School is below average size and takes pupils from the village of Ruishton and from further afield. It has the only primary unit for pupils with Moderate Learning Difficulties (MLD) in Somerset. Pupils represent a wide cross-section of backgrounds and enter the reception class with attainment that is slightly below the expected level for children of a similar age. The proportion of pupils for whom English is not their mother tongue is below the national average. The percentage of pupils with special educational needs is well above the national average. There are no pupils recorded as having a statement of special needs. Pupil mobility is average for this size of school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25461	Joan Walker	Lead inspector	Foundation Stage, information and communication technology.
01305	Brian Rance	Lay inspector	
4099	Rod Braithwaite	Team inspector	English, English as an additional language and creative, aesthetic, practical and physical.
13307	Ian Hancock	Team inspector	Mathematics, science, humanities and PHSE and Citizenship.
22729	Robert Arnold	Team inspector	Moderate Learning Difficulties Unit and pupils with special educational needs.

The inspection contractor was:

Altecq
102 Bath Rd
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
OTHER SPECIFIED FEATURES –	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory quality of education, although standards in some subjects are not high enough. More able pupils are insufficiently challenged as a result of weaknesses in assessment and teachers' planning. Pupils enjoy school, behave well and have good attitudes to learning. Provision for pupils with special educational needs is good and, for those in the Resource Base, is very good. There are strengths in the care of pupils and partnership with parents, and in the teaching in the reception class. There is a weakness in the effectiveness of the management because whilst the school monitors performance data, it does not take effective action in order to raise standards and pupils' achievement. **The school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- Standards and achievement in information and communication technology and religious education are below expectations. Standards in science, pupils' writing and in mathematics, are below expectations by the end of Year 6.
- The school takes good care of its pupils and links with parents are good.
- Management is ineffective because standards in some subjects have not risen sufficiently over time. Some more able pupils are underachieving because they are not set sufficiently demanding work.
- Assessment data needs to be used more regularly and effectively to plan the needs and progress of all pupils.
- Pupils enjoy school, behave well and have good attitudes to learning.
- Insufficient time is allocated to the teaching of some of the national curriculum subjects.
- Provision for pupils with special educational needs is good and for those in the Resource Base is very good.
- The teaching for the reception children is good overall.
- Provision for pupils' moral and social development is very good.

Improvement since the last inspection has been unsatisfactory. Some of the weaknesses identified in the last report remain, such as the more able pupils not being fully challenged in science and further improvement being required in pupils' multi-cultural development. The standards for pupils aged 11 in the national tests 2003 in science have risen significantly from the previous year. However, inspection evidence shows that standards remain below expectations in some subjects and therefore **the school is underachieving.**

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	Year-2001	Year-2002	Year-2003	Year 2003
English	E	D	C	B
Mathematics	E	C	D	D
Science	A	E	C	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.

Achievement is unsatisfactory overall. Children in the reception class enter school with slightly below average standards and **achieve well** in all the goals children are expected to reach by the end of reception. In the past, results in national tests for 11-year-olds have been variable in all subjects and ranged from very good results in 2001 in science but well below in English and mathematics. In 2003 the national average was met in science and English but below in mathematics. Currently,

standards in Years 1 to 6 are **below expectations** in science, information and communication technology (ICT), writing, religious education and in mathematics by the end of Year 6. Standards meet expectations in all other subjects across the school, except in design and technology, where there was insufficient evidence to make a judgement. Achievement in ICT and religious education is **unsatisfactory**, in music it is **good and for pupils in the Resource Base, and in all other subjects it is satisfactory**. The results of national tests in 2003 for pupils aged 11, show improvement on previous years in English and science. Pupils' personal development is **good**. Provision for pupils' social and moral development is **very good**. Pupils have **good** attitudes to work and **behave well**. Attendance is **good** and punctuality is **very good**.

QUALITY OF EDUCATION

The quality of education is satisfactory overall. Teaching and learning are satisfactory overall, with some good teaching, especially in the reception class. In good lessons, teaching is interesting and ensures pupils make good progress. Teachers' planning, too frequently, shows little targeting to meet the needs of all pupils, especially the more able.

The teaching of, and support for, pupils with special educational needs and those in the Resource Base are good and pupils achieve well according to their prior attainment.

The curriculum is unsatisfactory overall because insufficient time is allocated to some subjects, however it is enriched by visits, visitors and a wide range of extra-curricular activities. The education provided by the school is generally fully inclusive but does not always meet the needs of the more able pupils. Child protection procedures are **effective** and pupils are **well cared for**. The school has **good links** with the parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall. Since the beginning of this term the school has established a new management team. They have begun to plan more effectively for improvement in several areas. In the past, problems with staffing and accommodation have meant that the drive to raise standards of teaching, learning and achievement in the school, have not been given sufficiently high priority. The chair of governors and other long-serving governors have a good understanding of the strengths and weaknesses and all governors give very good support to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the school, particularly with how much their children enjoy attending and how accommodating the staff are. A significant minority of parents, however, do not feel they are kept well informed about their child's progress or that more able children are sufficiently challenged. The inspection team agrees that the more able pupils are not challenged enough in their work. Annual reports to parents are good and there are regularly held parents' meetings. Pupils are positive in their views of the school giving praise to their teachers and for the opportunities available to them especially in music recently.

IMPROVEMENTS NEEDED

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

- Raise standards and pupils' achievement in ICT and religious education and standards in science, writing and mathematics by the end of Year 6.
- Ensure all the more able pupils are identified throughout the school and are sufficiently challenged in all subjects.

- Ensure sufficient time is allocated to the teaching of the national curriculum especially in ICT, design and technology and religious education where standards are currently below those expected nationally.
- Ensure that assessment data is used more regularly and effectively to plan the needs and progress of all pupils, especially the more able.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

Standards achieved by pupils

Overall, standards and achievement are below expectations.

Children in the reception class achieve well in all the goals children are expected to reach by the end of reception, except in physical development where it is satisfactory. Standards and achievement in ICT and religious education are below expectations. Standards in writing and science are below average throughout the school. By the end of Year 6, standards in mathematics are below expectations. Standards in English are in line with the national average overall. Standards in all other subjects are average, except in design and technology where there was insufficient evidence to make a judgement.

Areas of strengths and weaknesses

- In the 2003 national tests for Year 6, pupils did much better than previously in science and English.
- Children in the reception class achieve well.
- Standards and achievement in ICT and religious education are below expectations. Also standards are below in science, writing and, by the end of Year 6, in mathematics.
- Standards and achievement in writing are below expectations by the end of Year 2 and 6.
- There is underachievement amongst the most-able pupils.
- Results in national tests for pupils aged 7 and 11 have not been as good as those in similar schools.

Commentary

1. The school's Year 2 national test results over the period 2000-2001 have generally been above the national average in reading and writing. In mathematics results show that in 2000 they met the national average and in 2001 fell below the national average. However, there was a dip in 2002 in the standards for reading and writing and fell well below the national average, while mathematics improved and the national average was met. In the 2003 Year 2 test results, the proportion of pupils attaining the nationally expected Level 2, in reading, exceeded the national average; while in writing and mathematics they were below average. However, few pupils achieved the higher Level 3.
2. In Year 6, in the national tests for the year 2000, standards were well above the national average in English, mathematics and science. Since then they have been variable, for example, in science standards have fluctuated from well above in 2001 to well below in 2002. Results in science in 2003 show a significant rise from the previous year and met the national average. Additional specialist teaching support in science for last year in the Year 6 class has had a significant impact on raising standards and improving pupils' achievement.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.9 (14.3)	15.7 (15.8)
Writing	14.0 (12.4)	14.6 (14.4)
Mathematics	15.7 (16.4)	16.3 (16.5)

There were 24 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 2003

Standards in:	School results	National results
English	27.4 (25.8)	26.8 (27.0)
mathematics	26.3 (26.6)	26.8 (26.7)
science	28.8 (27.4)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

3. Children's achievement in the reception class is good, as a result of a well-planned curriculum and effective teaching. Although fairly early in their first year, (most children only started full time in the week of the inspection), if the children continue to progress at the present rate, they will attain or exceed the early learning goals by the time they enter Year 1.
4. Pupils are not being taught the skills needed for them to make good progress in ICT. While the school has only recently installed a mini computer suite in the main school, in the lessons observed, computers were not being used sufficiently to support pupils' learning. Pupils have had few opportunities to extend their skills, knowledge and understanding of what computers can do to help them in their work. Standards and achievement in religious education are below the requirements of the locally agreed syllabus because insufficient time is given to the teaching of the subject. Discussions with pupils and a detailed scrutiny of their past work, reveals that too frequently, all pupils are given the same worksheets, irrespective of their prior attainment. This impedes their progress. By the end of Year 6 standards are below the national average in mathematics because teachers' expectations are not high enough and pupils are insufficiently challenged. Writing throughout the school is below expectations. Creative writing is limited, and the skills learned are not developed by use in other areas of the curriculum. Pupils are too often given worksheets to fill in rather than being given opportunities to write their own sentences in order to extend their writing and develop their thinking skills.
5. The more able children are not challenged enough and this impedes their achievement. The work they are set is often not demanding enough and the below average standards gained reflect this situation.
6. The school carefully analyses its results and has much information about the relative performance of different groups of pupils. However, it has not used this information well enough to raise standards, except in science and English in the 2003 tests for 11-year-olds.
7. Overall, pupils' language and literacy, numeracy and ICT skills are not well developed in other subjects and this impedes their progress. For example, in lessons observed, there were very few occasions when pupils were using computers to help them in their work in other subjects.
8. The school attracts a high number of pupils with special educational needs, including the pupils with Moderate Learning Difficulties in the Resource Base and, because all these pupils are fully integrated into the school, this has an impact on standards when compared with the national results and similar schools.
9. Pupils with special educational needs achieve satisfactorily from their prior attainment.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. Pupils' attendance at school is good and punctuality is very good.

Main strengths and weaknesses

- Pupils have positive attitudes to their work.
- Pupils behave well.
- Relationships between pupils are good.
- Pupils have a very good moral understanding and can clearly distinguish between right and wrong.
- Pupils work well together and fulfil the responsibilities of living in the school and the community.
- Multi-cultural awareness has improved, but is not well developed.
- Pupils enjoy coming to school and arrive in good time.

Commentary

10. Most pupils concentrate well during lessons and display positive attitudes to their work. This aspect remains a strength of the school as was reported in the last inspection. Pupils clearly enjoy coming to school, are well motivated and concentrate for sustained periods. The majority of pupils are interested in their work and are happy to talk about it with others. They respect the school environment where they have been consulted about their views through the Recreating Our School Environment Project. Consequently they have a good sense of ownership where there are no signs of litter, graffiti or deliberate damage. Pupils are taught to be good citizens, and are given good opportunities to develop care and respect for others by regularly visiting elderly residents in the community. .
11. Behaviour is good both inside and outside the classrooms, as it was at the last inspection. Pupils of all ages work and play together well, and this leads to good relationships. As a result there are very few incidents of bullying. Any concerns that are reported to teachers are dealt with promptly and effectively.
12. The provision for pupils' spiritual, moral, social and cultural development is good overall and has been maintained since the last inspection. However, spiritual and cultural development is weaker when compared with the very good provision for moral and social development.
13. Collective worship meets requirements in assemblies. However, insufficient opportunities are given for themes to be explored sufficiently to ensure pupils develop self-knowledge and grow in spiritual awareness. There is limited planning to promote spiritual awareness across the curriculum, and opportunities are often missed to give pupils a sense of awe and wonder.
14. High priority is given to equipping pupils with a clear set of moral values. This high expectation is effectively reinforced by classroom practices, the consistent application of the behaviour policy and explicit moral teaching in lessons, including those timetabled for personal, social and health education. As a result, pupils have a clear understanding that helps them distinguish between right and wrong.
15. All pupils understand and fulfil very well the responsibilities of living in the school community. The promotion of values such as friendship and caring for others forms an important aspect of school life and as a result pupils interact well with each other. They are encouraged to take a full and active part in all aspects of school life, including extra-curricular activities. Pupils are

encouraged to work together in small group situations whenever possible and to play amicably in the playground.

16. Pupils learn of their own culture through a variety of local trips such as to the Glastonbury Mural Life Museum, Dorchester Museum and a residential trip. Some efforts are made to help pupils gain a fuller understanding of multi-cultural traditions. These efforts include, for example, visitors demonstrating African dance and a Russian clown. Even so, multi-cultural awareness is often restricted to comparative geographical studies of different countries in the world.
17. Pupils with special educational needs are fully accepted into the life of the school. Their peers respect their views, and their attitude to learning and behaviour are good. They are keen to attend and work hard. They are proud of the progress they make and value their involvement in the wider community of the school.
18. In comparison with national statistics, pupils' attendance was above the average in the last academic year and had improved a little since the previous year. The procedures for promoting attendance are good and, because the school ensures that they have an explanation from parents of pupils' absence, there are no instances of unauthorised absence, except when pupils are taken on family holidays for periods in excess of ten days. Very few pupils arrive late for school, so that the day gets off to a prompt start.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.6
National data:	5.4

Unauthorised absence	
School data:	0.1
National data:	0.4

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

Exclusions and ethnic background of pupils

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
160	1	
2		
1		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory.

Teaching and learning

Overall, the quality of teaching and learning are satisfactory. Procedures to assess pupils' work are unsatisfactory.

Main strengths and weaknesses

- Teaching is consistently good in the Reception and Year 1 class.
- Too often teachers' expectation of what pupils can achieve are not high enough, especially for the more able.
- Teaching in the Year 2 class is good overall.
- Planning frequently lacks good differentiation in the tasks set.
- Marking is variable and frequently lacks comments to help the pupils improve their work.
- A few lessons are too long and pupils become disinterested.
- Teachers' and learning support assistants' good management of pupils' behaviour.
- The use of assessment in planning the progress of individual pupils, especially the more able, is not yet effective enough.

Commentary

19. Pupils in the Year Reception/Year 1 class are taught well. The teacher is very enthusiastic and keeps the children's attention throughout lessons. She integrates their different areas of learning well, using a good combination of practical activities to promote their language, mathematical, creative, personal and social skills well. She and her capable learning support assistants work very effectively together to ensure that children and pupils are fully engaged in all activities, learn to take turns, make choices and respect each other's opinions and ideas. Children in this class soon develop their confidence because the teacher and staff encourage and praise their efforts.
20. Throughout the school, teachers' expectation of what pupils can achieve in lessons are not always high enough and this restrict pupils' achievement. The learning objectives are often too easy and lack sufficient challenge especially, for the more able pupils. However, in most classes there is a high percentage of pupils with special needs who have to be catered for, as well as all other pupils.
21. Teaching in the Year 2 class is good overall. The pace is generally brisk, no time is wasted and there are high expectations of work and pupils' behaviour. The teacher sets interesting activities and pupils sustain interest and enthusiasm throughout the lessons. As a result, pupils generally achieve well.
22. Planning for most lessons lacks identification of good differentiation for the different abilities of pupils and therefore impedes their progress. This is particularly true of the more able pupils, who are set work they find easy and have already learnt. This was a weakness in the previous report.
23. Marking is variable throughout the school and often lacks comments to help the pupils improve their work. At times, work is not marked at all.
24. A few lessons are over long, for example, for seventy-five minutes in literacy and mathematics in some classes. Of the lessons observed, this meant pupils went off task, lost motivation and

were often faced with doing more of the same work rather than learning new skills and knowledge.

25. The management of pupils' behaviour by teachers and learning support assistants is good. Staff have established a positive rapport with pupils and this results in a good atmosphere for learning across the school.
26. Literacy, numeracy and ICT skills are not used sufficiently to support pupils' learning in other subjects and therefore this aspect is unsatisfactory.
27. Teachers do not always plan well for pupils with special educational needs and this results in some diminished achievement. Grouping of pupils in literacy and numeracy lessons is effective, especially when an adult supports less able pupils. Teachers write the individual education plans for their pupils, but rarely refer to individual needs in planning or ensure that work undertaken by learning support assistants is monitored. There is some very good work being undertaken by learning support assistants but this is not always directed, or considered, by teachers when setting and reviewing individual needs and this inhibits some pupil's achievement. Most pupils are not currently involved with the setting of the targets on individual education plans and do not have a copy of the targets they are working towards. Teachers' knowledge of their less able pupils is good, but this is not always used when considering the next stages of development included in the individual education plans.

Summary of teaching observed during the inspection in 29 lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	10	19	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

28. Currently, a range of testing, both statutory and non-statutory, takes place in the school, mainly in English and Mathematics. Newly introduced procedures are beginning to be applied in order to track progress of pupils through the school. The school is also now identifying areas of national curriculum tests where there may be common weaknesses amongst its pupils. Due to the history of unsatisfactory management of assessment, information has not been interpreted effectively enough to raise teachers' expectations of what pupils can achieve, and to set them challenging targets. Insufficient attention has been paid to how individual pupils, particularly more able pupils, are progressing in lessons. As a consequence, they have often worked at tasks, which they find very straightforward, and their achievement is less than it should be. In the last few months, the school has recognised these deficiencies and is rapidly taking remedial action, but it is still too early for this to be reflected in a raising of standards. There is very little assessment of pupils' progress in most non-core subjects. The school has a marking policy, but it is applied inconsistently. Some is good, offers encouragement and makes clear suggestions on how pupils can improve their work. Some, though, is inaccurate and offers no guidance to pupils. Some work is not marked at all. The school is now addressing its past weakness in assessment procedures and their use, in order that all of its pupils will learn more effectively.

The curriculum

The curriculum is unsatisfactory overall. It is broad, but not balanced. A wide range of extra-curricular activities enhances the curriculum. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- Insufficient time is allocated to the teaching of ICT and religious education.
- Provision in some subjects is unsatisfactory where pupils are not taught in sufficient depth to ensure pupils achieve well.
- Literacy, numeracy and ICT skills are not used sufficiently well, or often, to support learning in other subjects.
- Good provision is made for pupils' personal social and health education.
- A good range of after school clubs, together with many visits and visitors, enrich the curriculum.
- Insufficient opportunities are provided to develop pupils' extended writing skills or investigative skills in mathematics and science.

Commentary

29. The curriculum is broad and includes all relevant subjects of the National Curriculum in addition pupils in Years 5 and 6 learn French. All pupils have equal access to the curriculum including the high proportion of pupils with special educational needs, who are fully included in all aspects relating to curriculum provision. However, the more able pupils' needs are not always catered for effectively. A large proportion of time has been allocated to the teaching of literacy and numeracy. However, insufficient opportunities are provided throughout the curriculum to use pupils' skills in literacy, numeracy and ICT. Currently, there are limited opportunities for investigative and problem-solving activities in mathematics and science, and for the development of extended writing skills in English and other subjects. Insufficient time is allocated to the teaching of some curriculum areas such as information and communication technology and religious education, and as a result standards are not as high as they should be. Provision in ICT, science, religious education, mathematics and design and technology is unsatisfactory where teachers fail to plan lessons in sufficient depth to provide a logical sequence of knowledge, skills and understanding to be learnt. Consequently, many pupils are underachieving in these curriculum areas, including higher-attainers who are insufficiently challenged. Provision in all other subjects is satisfactory and in music and art and design it is good.
30. Provision for pupils with special educational needs is good. However, the quality of targets in individual education plans is variable. They do not always provide a way of tracking progress and a few plans contain too many targets. Most pupils do not know their targets and are not involved in setting them. Targets are mostly inaccessible to pupils because of the vocabulary used. However, the school is committed to inclusion for all, and there is an expectation that all pupils will have full access to all activities.
31. Accommodation is barely adequate for the delivery of the curriculum due to cramped conditions but a new building programme is due to start in the near future. The library is small, unattractive and not centrally positioned to be used effectively. There is not a secure fenced off outside area for the reception children. The school is well staffed by learning support assistants who are well trained and offer good support to many pupils, including those with special educational needs.
32. Resources are satisfactory overall, but unsatisfactory in ICT and religious education to deliver the curriculum satisfactorily.

HOW WELL ARE PUPILS CARED FOR, GUIDED AND SUPPORTED?

The care that the school takes of pupils is good.

Main strengths and weaknesses

- Procedures for child protection and ensuring the welfare, health and safety of pupils are good.
- All staff have a positive relationship with pupils, care for them and guide their personal development.
- Pupils with special needs are identified and sensitively and, well supported.
- Taking account of pupils' views in running the school is good.

Commentary

33. Child protection procedures are in place with the headteacher having the role of designated person. All members of staff understand their responsibilities in this regard. Routines for dealing with first aid, medicines and accidents are well established, with two staff trained in emergency first aid. There is a Health and Safety policy in place and a thorough risk assessment is carried out and updated every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place each term, with their timings and any difficulties recorded.
34. Teachers, learning support assistants and all the other staff in school know the pupils and their families very well. Staff always speak to pupils in a calm tone and caring manner. Through monitoring of pupils' academic progress, the use of circle time (whole class discussion sessions) and private discussions, staff are able to share effectively in the pupils' personal development. This is clearly shown in the perceptive comments that teachers make in the profile sections of the annual reports to parents.
35. Support for pupils with special educational needs is very good, and is having a positive effect on their achievement. Individual needs are very well assessed at an early stage. However, evaluation of provision and assessment of pupils' progress are not sufficiently accurate to clearly inform future planning.
36. The views of pupils are routinely canvassed through circle time and also from feedback sessions in class that they provide on the themes of the headteacher's assemblies. The survey of pupils' views shows that they enjoy school and it is notable that only three pupils felt that they did not know an adult that they could turn to if they had a problem.
37. Pupils have had a major input to the project in school called 'Recreating Our School Environment'. This has already provided improved playground markings and attractive enhancements to the playing fields. Through representatives from all classes pupils have made important decisions about the detail of the project.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY?

The schools' partnership with parents, the community and other schools is good.

Main strengths and weaknesses

- The majority of parents have a high regard for the school.
- Parents receive regular information about school activities and they appreciate the annual report on the progress that their children are making.
- Links with the church, and the village community are good.

- Liaison with the secondary school and the transfer arrangements between the schools is good.

Commentary

38. In meeting parents at school, informally and at the parents' meeting, and from the questionnaires it seems that most parents are very happy with the school, although some did express concerns about induction procedures for children starting school in the reception class and the lack of challenge for the more able pupils. The school provides parents with relevant information through frequent letters and regular newsletters. Parents feel able to approach the school at any time if they have any issues to discuss. At the beginning of the summer term, parents receive the annual reports on their children. These reports are very good and are appreciated by parents. They describe what the pupil has achieved, what effort and progress has been made and are written in a clear and easily understood way. Targets are set for the future and there is a useful pupil profile, which gives an overview of the pupil's overall development for the year.
39. Parents' help their children at home with their homework assignments and a number come into school to assist in class. The parent teacher association regularly raises very substantial funds, which have been used to improve the school's facilities, to provide additional resources and to help fund the project to improve the school's environment.
40. Links with local community are good. The school has close links with the church, with the vicar coming into school regularly to take assemblies. The pupils attend church on several occasions through the year. News about the school features in the village newsletter, and pupils join in a number of activities within the village. All pupils enter work (writing, pictures or drawings) in the Ruishton Village Day (flower show). Links with local business are good and the school has been successful in gaining sponsorship and gifts of various kinds from local businesses, including a large donation towards the environmental project.
41. Liaison with the nursery and playgroups in the area before children join the school is good. Liaison with the 'Rascals' club, which have premises on the school site, is also good. Although this is independent of the school, it functions in close liaison with the school in providing care for pupils before and after school as well as school holidays. Arrangements for pupils to move on to the secondary school are good, with pupils having at least two days at that school in the summer term.

LEADERSHIP AND MANAGEMENT

The leadership and management of Ruishton School are satisfactory.

Main strengths and weaknesses

- The governance of the school is satisfactory, and is improving.
- The leadership of the headteacher and of other key staff is satisfactory.
- Management is ineffective, because standards in some subjects are not high enough, and some more able pupils are underachieving.
- The induction of staff new to the school is good.

Commentary

42. The chair of the governing body and other senior governors have a good understanding of the strengths and weaknesses of the school. They have recognised that standards, especially in core subjects, have been inconsistent and those more able pupils have not been achieving as well as they could. Accordingly, they have recently formed a small committee, which will help

them challenge school managers in their quest for improvement and provide a more 'hands on' approach. Governors are becoming more involved in the school improvement plan and the ways in which its priorities can be achieved. Hitherto, while governors have always been very supportive and active around the school, they have not held the school sufficiently to account for the wide fluctuations in standards achieved by pupils. The governors are realistic but very positive about their roles in the challenges that lie ahead.

43. The headteacher is a caring and kind leader. He has a deserved reputation amongst pupils, staff and parents as having the best interests of all connected with the school close to his heart. In recent years though, he has had to deal with a number of staffing problems, the development of the resource unit and accommodation difficulties. This heavy workload, which has fallen mainly on him, has meant that a drive to raise standards of teaching, learning and achievement in the school has been missing. Lack of effective delegation, as for instance in the monitoring of teaching in the school, has led to ineffective management overall. Much of his attention has been on dealing with the development of new accommodation and provision for pupils with special educational needs. A number of delays in these developments have taken up a disproportionate amount of his time. Recent staff changes have also resulted in him taking on further responsibilities such as overseeing assessment. Since the beginning of this term, though, the school has established a new senior management team that has begun to plan more effectively for improvement in several areas already identified, and confirmed by the inspection. This is a welcome move for the school, as these senior staff have a clear vision for the development of the whole child, and are determined to achieve improvement.
44. The role of subject leaders has also been neglected in recent years. A lack of empowerment and time has resulted in unsatisfactory management of a number of subject areas in the school. This has resulted in some pupils not attaining the standards of which they are capable. Provision is now being made in the timetable for subject leaders to start the monitoring of their areas of the curriculum. This will include the effectiveness of teaching. Until now, this has been infrequent and has not addressed ways in which teaching, and therefore standards, can be improved. The school is now taking a hard look at how it evaluates itself, which in the past has not been incisive enough.
45. The special educational needs co-ordinator is very good and has very clear ideas regarding the development of provision. However, there is no monitoring of the delivery of the individual education plans and, consequently, no assurance that pupils receive continuous and targeted support to match their needs. Where they are specifically deployed, learning support assistants provide a high quality, valuable and valued resource helping special educational needs pupils to achieve satisfactorily.
46. The governors and leaders of the school are totally committed to inclusion and equality, and show a good level of concern for the needs of all. Staff development is now embedded into the school, and is being more actively related to improvement. Induction of staff new to the school is good. The caring and concerned approach of members of staff creates a positive atmosphere greatly appreciated by new members of staff. This includes the regular visits of students training to become teachers.
47. The financial management of the school, particularly in relation to medium and long-term strategic planning, has been dominated for some time by the proposed new building work and the effect on the budget of a falling roll. This has meant that the school has a large carry forward in its budget of at least £130,000. Whilst this is normally not regarded as good practise, the school can fully justify this preservation through its explanations of future needs. The day-to-day financial administration in the school is very effective, and the governors are always mindful of best value principles when making their spending decisions.
48. The school in recent years has not found recruitment and retention of staff easy. A recent last minute secondment to the local education authority caused problems for the school, and the

need to find specialist teachers in certain areas of the curriculum, such as music (successfully achieved this summer), has proved to be very taxing.

49. This inspection indicates that after a period of uncertainty and difficulty in managing certain aspects of the school, the governors, headteacher and senior managers are now putting into place well considered remedies. The good relationships and constructive teamwork evident throughout the school should greatly help towards achieving the identified improvement targets.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	£484,812	Balance from previous year	£124,323
Total expenditure	£470,252	Balance carried forward to the next	£155,022
Expenditure per pupil	£2,940*		

* includes pupils within the MLD Unit. Cost per pupil without funding for MLD Unit is £2,700

SPECIFIED SPECIAL FEATURES

MODERATE LEARNING DIFFICULTIES (RESOURCE BASE)

Provision in the Resource Base is very good.

Main strengths and weaknesses

- Pupils' achievement is good.
- The curriculum is well planned and matches pupils' individual needs.
- Very high level of care.
- Individual education plans do not allow progress to be tracked easily.
- Learning support assistants provide very good support.
- Monitoring of teaching and learning are unsatisfactory.
- Leadership and management are very good.

Commentary

50. Pupils registered in the Resource Base achieve well in literacy and numeracy when judged against the very specific targets established in their individual education plans. However, some targets are not sufficiently specific and consequently tracking of progress is difficult. All pupils attend classes in the main school. Since becoming established in 1999, the Resource Base has helped most of its pupils to make good, and some very good, progress, especially in improving anti-social behaviour, maintaining their entitlement to the full curriculum and preventing exclusions. The school has had to accommodate a wide and increasing range of special educational needs during this time.
51. Teaching by learning support assistants is very good. All staff are enthusiastic, very well trained and knowledgeable, and present themselves as a caring team who provide support of a consistent and high quality. All staff in the Resource Base expect good behaviour from pupils. This high expectation of normality makes the process of inclusion more effective. Pupils are encouraged to show respect for others and to reflect on how their behaviour affects their own and other pupils' learning. The teacher in charge is a skilled practitioner and is ensuring that all pupils are receiving a quality service tailored to their needs. In response, pupils attend well and are happy to come to school where they are developing their self-esteem and confidence. They take pride in, and are willing to share, their new learning. Success is celebrated well and is having a positive effective on raising self-esteem. There is willingness by staff to tailor the curriculum successfully to the needs of the pupils. The whole school is committed to inclusion of pupils from the Resource Base. There are times when other pupils share the learning opportunities offered in the Resource Base, further enhancing the inclusion concept. Pupils attached to the Resource Base are not made to feel different or special, and the schools' policy of allocating pupils to a normal class status is contributing well to building pupils' self-esteem.

52. The emphasis is for pupils to achieve a level of maturity that makes attending lessons possible. The success rate for this is very good. Individual needs are very well assessed at an early stage. Additional support and provision is then very well targeted. However, parents are not sufficiently involved in this process and do not become part of it, although they do attend review meetings, receive copies of any changes to targets and some attend social events to be with their children. The level of support by parents is good and they are encouraged to increase their involvement in their child's learning.

53. Leadership and management are very good. The action plan to develop provision further is very good and focussed on raising achievement of all pupils. There are no clear criteria for admission agreed with the local authority and this has led to the Resource Base admitting pupils with wider learning and social needs than are normally associated with moderate learning difficulties. Monitoring of pupils' progress is well managed and pupil records are good, accessible and understood by all members of the team. However, currently the head of the Resource Base is heavily reliant on the excellent support and administration of learning support assistants in order to maintain provision. Her capacity to monitor the work of the Resource Base and the teaching by learning support assistants is severely inhibited by the allocation of too little time. There is a shared ethos, which is having a positive effect on the success of the Resource Base. The aims, plans and development are fully supported by senior managers of the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision is good overall.

54. Children enter the reception class with slightly below average attainment according to the local education authority's assessment procedures. At the time of the inspection there were sixteen children in the reception class. Children start school on a part-time basis and within a few weeks attend full-time. The overall quality of teaching is good. The co-ordinator leads an effective team and children are provided with a rich range of well-planned learning experiences suited to their individual needs. This is accelerating progress and, as a result, the potential for further improvement is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Children achieve well and are well prepared for the next stage in their education.
- They behave well and have good attitudes.
- Relationships between pupils and teachers and pupils, are good.

Commentary

55. Standards are at the expected level for children of a similar age. Children quickly adapt to the organisation of the class and settle to school routines happily. Teaching and learning are good and children achieve well. Children soon become confident in selecting their own play activities and quickly share and take turns really well. They help one another to tidy up equipment they have used. They play well together, always listening carefully to other children's ideas and suggestions. Children know that there are times when they must sit quietly, such as in assemblies and when the teacher or learning support assistants are talking to them.
56. Relationships within the class are good. The teacher and learning support assistants listen attentively to the children and respect their ideas and opinions.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Children achieve well because there are many planned opportunities on a daily basis for them to extend their speaking and listening and reading and writing skills.

Commentary

57. Standards are at the expected level for children of a similar age. Most children have the confidence to speak in front of the class about their news, and give their ideas and opinions in the work they are doing. Teaching and learning is good because the teacher is very enthusiastic and keeps the children's attention throughout the lessons. Children enjoy sharing books and listen with enthusiasm to the stories that are read to them. During one lesson, the story of the 'Hungry Caterpillar' was being read to them and they enjoyed reading parts of the

story. The teacher ensured they understood the meaning of 'cocoon' and explained it was like a house. Most children can write their own names legibly and are beginning to recognise the first letter sound in a word.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Good practical activities to reinforce children's understanding of two-dimensional shapes.

Commentary

58. Standards are at the expected level and children achieve satisfactorily. The children were shown shapes such as circles, squares and triangles in the whole class session. In group work later in the lesson, the teacher used the shapes that were in a bag to describe the attributes of the shape. The children enjoyed this activity and many correctly named the shape. Teaching and learning are sound. Almost all children can count and recognise numbers to ten, and some more able children can count beyond.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- Children show a good awareness of change.
- Children's computer skills are good.

Commentary

59. Standards are above expectations and children achieve well. Teaching and learning are good because the teacher sets interesting activities, which ensures the children are well motivated to complete tasks. The teacher used pictures of the changes in the life of a butterfly very effectively to show the sequences of change. The children later in the session were able to successfully cut out the pictures and sequence them in the correct order of change. Of the groups of children observed on the computers, they could click and point with the computer mouse and knew how to print their work.

PHYSICAL DEVELOPMENT

Provision for physical development is satisfactory.

Main strengths and weaknesses

- Achievement is good in children's fine motor control, for example, pencils and paintbrushes.
- There is no fenced off secure area for children to extend their skills in large motor control, for example, in using climbing activities and in using large-wheeled apparatus.

Commentary

60. Although children's fine motor skills are good, standards are only at the expected level overall, because the lack of a secure fenced off area for using large apparatus means this aspect is barely satisfactory. Children hold pencils, paintbrushes and scissors correctly and use them well in their work. While the children are taken onto the playground for outdoor activities such

as using the tricycles and small apparatus, they do not have the opportunity for climbing equipment or using large wheeled toys. However, the children do have the opportunity to use large apparatus during sessions in the hall, but this is not on a daily basis.

61. The teaching and learning are good because the teacher has good subject knowledge and sets clear objects, which the children understand. Children are eager and happy to come to school.

CREATIVE DEVELOPMENT

Provision for creative development is good.

Main strengths and weaknesses

- Children have good opportunities to listen to music and play musical instruments and are encouraged to produce interesting artwork.

Commentary

62. Standards are above expectations and children achieve well. Displays of art work are vibrant and include collage, painting and work children have completed in their computer sessions. Teaching and learning are good because the teacher and learning support assistants engage the children in activities that are well planned and children are acquiring new skills and understanding at a good rate.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is satisfactory.

Main strengths and weaknesses

- Standards in speaking, listening and reading throughout the school meet the national average, but standards in writing at the ages of 7 and 11 are below the national average.
- More able pupils do not achieve as well as they should.
- Pupils enjoy English, behave well and work hard.
- The contribution of learning support assistants is good.
- Literacy skills are not promoted enough across other areas of the curriculum.

Commentary

63. Standards are lower than those reported at the last inspection although the attainment profile of the school's pupils remains similar to that at the last inspection. Currently, there is a significantly greater than average number of pupils with special educational needs in the school and this number fluctuates from year to year. This has resulted in wide differences in the standards attained in previous years. Inspection evidence shows that standards of writing at both the ages of 7 and 11 and throughout the school remain below the national average. This is mainly because too few pupils, notably more able pupils, do not reach higher than average levels of attainment in writing.
64. In reading, speaking and listening most pupils reach the expected levels by the ages of 7 and 11. When pupils come into the school at the age of 5, there is a wide range of ability. The attainment of the majority, as measured by the Somerset assessment, is a little below average in speaking and writing, although there is a minority of pupils who are above average. With support from teachers and class assistants, pupil's speaking skills steadily improve, but the

school has already decided to target this area in order to gain even more improvement. There is now recognition that some pupils, even the youngest, are very articulate.

65. Throughout the school there are public displays of pupils' work and there are many good examples of pupils' writing. However, although a great deal of time is spent on writing, the end result is often mechanical and unimaginative. A significant amount of time is spent on handwriting, which is consistent and satisfactory amongst nearly all pupils by the time they leave school. Original, creative writing, though, is limited, and pupils' writing skills are not used sufficiently in other areas of the curriculum such as humanities. Pupils often fill in worksheets rather than write their own sentences, and this inhibits the development of their writing and thinking skills. Spelling is given due attention, and pupils learn their words conscientiously on a regular basis.
66. Reading overall is satisfactory in the school. Pupils generally enjoy reading and many can name their favourite author and books. Most of them read regularly at home. Most of them are developing satisfactory word-building skills and are heard regularly by their teachers, especially in guided reading sessions.
67. The quality of teaching and learning are good overall. Good teaching was observed in most year groups. Pupils with special educational needs are taught well. Teachers have good subject knowledge, insist on high standards of behaviour and devote a considerable amount of time to the teaching of the subject. In fact, several class timetables indicate an excess of 'literacy', when spelling, reading and literacy can occupy anything up to half of the school day. Pupils find it hard to concentrate for such lengthy periods and some 'switch off' or do not attend to the task in hand with any urgency. Good teaching tends to encourage enthusiasm for the task and a degree of independence. This occurred, for example, in a lesson in Year 6, when groups of pupils developed their dramatic skills by planning and performing a short play in front of the rest of the class.
68. Pupils learn well when they are given the opportunity to work independently or collaboratively in group work. Teachers' use of assessment data in their planning is very variable. This has resulted over time in considerable differences in the same class. There is inconsistent challenge in some lessons and in expectation of what pupils can and should achieve, especially for the more able pupils. Pupils achieve well when the activities are interesting, they are acquiring new skills, pace of the lesson is brisk and the teacher shows an interest in their work. The pupils themselves are generally enthusiastic and thrive when set demanding targets.
69. Learning support assistants contribute well to English lessons and make a good contribution to pupil's learning. They are very proactive in group work, but are careful not to do too much for pupils.
70. The leadership and management of English are satisfactory overall. The experienced subject leader has identified the most urgent priority areas for improvement and is to be given time in which to develop and monitor the teaching of English through the school. This should help to gain a higher and more consistent level of standards across the school.

Language and literacy across the curriculum

71. The development of literacy skills in other areas of the curriculum is unsatisfactory. Writing in other subjects such as history, geography and religious education varies widely across classes. Some teachers' questions asked of pupils does not encourage multi-word or sentence answers, especially from some of the more capable pupils.

Provision for the 1 pupil with English, as an additional language, is good.

MATHEMATICS

Provision in mathematics is satisfactory

Main strengths and weaknesses

- Standards are below average.
- SEN pupils are well integrated into mathematical lessons.
- Higher attainers are not sufficiently challenged.
- Limited opportunities are available for pupils to use and apply their skills and knowledge to problem solving activities.
- Insufficient attention given to improving mental computation.
- Additional small group support raises some pupils' achievement.
- Expectations are not high enough in some lessons.
- Teachers' marking does not contain enough indicators of how pupils can improve their learning.
- Insufficient use is made of mathematical skills in other subjects across the curriculum.

Commentary

72. Standards in mathematics are below the national average at the end of Year 6, which is a similar picture to the last report. The school is fully inclusive and has a large proportion of pupils with special educational needs, including those from the MLD unit. This has an impact on the standards achieved, most pupils achieve satisfactorily, but the school recognises that there are limited opportunities for pupils to use and apply their skills and knowledge to problem solving activities. This has a negative impact on their achievement, particularly for the higher attainers who are not reaching their full potential. Currently, insufficient attention is given to improving mental computation as part of numeracy, homework is not always set consistently and some pupils are not reaching their full potential in mental arithmetic skills. Additional small group support in the form of booster, springboard and higher attainer classes give pupils good opportunities to work in smaller groups to improve their confidence and raise standards in mathematics.
73. The quality of teaching and learning is satisfactory overall. Pupils with special educational needs are well integrated into lessons and are often well supported by learning support assistants who ensure they achieve satisfactorily. In the best lessons, in both key stages, pupils are well motivated, enthusiastic and are challenged by high expectations of work. Good behaviour and attitudes are evident and, as a result, pupils achieve well. However, in a few lessons teaching and learning are less effective. This is because expectations are not high enough, pupils are insufficiently challenged or supported, time is not used effectively and the pace of lessons is not brisk enough. In some classes, there is an over reliance on the use of worksheets where there is a lack of extension activities or opportunity to use and apply basic skills to fully challenge pupils. The co-ordinator successfully analyses intermediate and national tests to set individual targets. However, the marking of pupils' work is inconsistent, where insufficient attention given as to how pupils can improve their work.

Mathematics across the curriculum

74. Mathematical skills are not used sufficiently to support pupils' learning in most other subjects. A scrutiny of past and present work indicates that very limited use has been made of ICT to promote mathematical skills such as data handling. Measuring skills are used by pupils in the MLD unit, measuring ingredients to make rock cakes and in science to record finding during investigations.

SCIENCE

Provision in science is unsatisfactory.

Main strengths and weaknesses

- Standards are below the national average.
- Higher attainers are not sufficiently challenged.
- Insufficient opportunities exist for experimental and investigative science.
- Expectations are too low in some lessons.
- Assessment is under-developed, and work is not well matched to challenge and support different ability groups.
- Teachers' marking does not contain sufficient guidance on how to improve.
- Monitoring of teaching is not well developed.
- Insufficient use is made of ICT to support pupils' learning.
- Additional specialist teaching in science helped to raise standards last year.

Commentary

75. Standards in science are below the national average at the end of Year 6, which is a similar picture to the last report. The school attracts a high number of pupils with special educational needs, including those from the MLD unit, which has an impact on standards when compared with the national average. Pupils with special educational needs are well integrated into lessons and often supported by learning support assistants to ensure they achieve satisfactorily. Most pupils achieve satisfactorily, but inspection evidence indicates that higher attainers are not fully challenged, as identified in the previous report, which has a negative impact on their achievement. The school has cramped conditions and there are currently insufficient opportunities for experimental and investigative science to support pupils' learning and understanding. Additional specialist teaching supplied for last year's Year 6 had a significant impact on raising standards and pupils' achievement, besides giving confidence to the class teacher.
76. The quality of teaching and learning is good for pupils to the age of 7 and satisfactory for pupils to 11 years old and, is satisfactory overall. Teaching and learning is at its best where teachers have confident class management, good subject knowledge and provide high levels of challenge through practical investigations. In such instances, good relationships with pupils ensure they are well motivated and achieve well. Where teaching is less effective, teachers lack confidence, expectations are too low, pupils are asked to complete insufficiently challenging work sheets and the pace of the lesson slows. Assessment is underdeveloped and it is difficult to identify what pupils know, understand and can do in science. As a result teachers, lack this important information when planning work. This can lead to inappropriately challenging tasks set for individuals and have an adverse effect on their achievement. Pupils' work is marked regularly, but the quality of teachers' marking is variable, with targets to help pupils improve rarely identified.
77. The co-ordinator is currently on secondment, but has had no opportunity to monitor teaching and learning across the school to support less confident teachers to raise standards of attainment. Homework is not used consistently, and insufficient use is made of ICT to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is unsatisfactory.

Main strengths and weaknesses

- Pupils have too few opportunities to increase their skills, knowledge and understanding.

- Co-ordination of the subject, until very recently, was unsatisfactory.
- There is little evidence that data handling, introduction to spreadsheets, databases and graphs are being taught in depth to pupils in Key Stage 2. There is little evidence that younger pupils have experience of understanding and instructing a computerised model to move.
- Pupils are now using computers to type and print out their work.

Commentary

78. Standards and achievement in both key stages are below national expectations. This shows a decline in standards since the previous inspection when attainment met national expectations by the end of Key Stage 1 and was judged to exceed expectations the end of Key Stage 2.
79. The school has very recently installed a mini computer suite and this was observed being used to good effect by the Year 4 class. During this lesson the teacher had to teach very basic keyboard skills because pupils' prior knowledge was very limited. There was little evidence that classroom computers are used effectively to teach pupils new skills during lessons. The exception was in the Reception/Year 1 class where pupils had the opportunity to use computers on a daily basis to increase their skills.
80. The co-ordination of the subject has recently improved. However, it is too soon to judge the full impact of their work. The current School Improvement Plan for 2003/04 shows that a part time technician will be employed to keep the computers working.
81. From the analysis of pupils' work and talking to pupils in Key Stage 2, they have had limited experience of the data handling, introduction to spreadsheets, databases and graphs and this has a detrimental effect on their achievement. There was little evidence that younger pupils had had the experience instructing a computerised model to move.
82. Pupils have the opportunity to use the computers to record their text work. This aspect of information and communication technology is improving throughout the school.
83. Teaching is satisfactory in the group work observed because the teacher made the tasks interesting and the work was related to class work. Although the standards are below expectations for all year groups, pupils make satisfactory achievement during these group work sessions. However, from discussions with pupils and scrutiny of work, teaching and learning are unsatisfactory overall in all year groups. There was little evidence of past work and pupils had limited recall of using computers for anything other than to produce a text.
84. Leadership and management of the subject, which were weak, are now sound. The new co-ordination team has already begun to plan a programme of learning skills to aid teachers' planning and ensure a progression of skills is taught throughout the school.
85. Links with information and communication technology and other subjects in the curriculum are unsatisfactory and computers in the classrooms are not used often enough.

HUMANITIES

Religious education

Provision in religious education is unsatisfactory.

Main strengths and weaknesses

- Standards are lower than those expected within the locally agreed syllabus.
- Insufficient time is allocated to the teaching of RE.

- Teachers do not plan effectively to match work to the needs of individual pupils.
- Resources are unsatisfactory.
- Limited planned opportunities to promote spiritual awareness.
- Insufficient attention is given to making pupils aware of the diversity of cultures.

Commentary

86. It was only possible to see two religious education lessons during inspection. Although teaching and learning in these two lessons were satisfactory, an examination of teachers' planning, discussions with pupils and previous work from both this year and last year confirms that teaching and learning are unsatisfactory overall. Pupils had little recall of what they had been taught or learnt from these lessons. As a result, standards are below the requirements of the locally agreed syllabus. Standards have declined since the previous inspection where standards were reported to meet expectations. Younger pupils study Christianity and Judaism, while older pupils cover Christianity and Islam this year. Scrutiny of pupils' work indicates that teachers do not plan effectively. Low level work sheets are often used which fail to challenge and stimulate pupils, and there are very few examples of pupils using their writing skills in the subject. Pupils' learning and achievement is also hindered by the allocation of insufficient time to the teaching of religious education. Resources are unsatisfactory to support pupils' learning.
87. The co-ordinator is not effective and has little opportunity to monitor teaching and provision throughout the school. There are limited planned opportunities to promote spiritual awareness from an early age and insufficient attention is given to making pupils aware of the diversity of cultures including religions within the wider community, as identified as a weakness in the last report.

History

The provision for history is satisfactory.

Main strengths and weaknesses

- Teachers' use resources effectively.
- Pupils are not made aware of how they can improve their work.
- Assessment is unsatisfactory.

Commentary

88. Standards meet national expectations by the age of 7 and 11. However, pupils' do not achieve as well as they should because more able pupils are insufficiently challenged. Pupils with special educational needs are well integrated into lessons and often supported by learning support assistants to ensure they achieve satisfactorily.
89. In the two lessons observed good use was made of a video and Victorian artefacts to keep the pupils interested. Many pupils were surprised to learn that some kinds of food were weighed such as sugar and tea and then put into paper bags for the customers in the Victorian age.
90. Teaching and learning are satisfactory. When teachers give encouragement and praise to pupils their work improves and, their achievement is better. There are a few links with literacy, art and design and mathematics but they are very limited. Marking is inconsistent and rarely gives comments on how pupils can improve their work. Assessment procedures are unsatisfactory. They are too informal and do not give enough information of how well pupils are achieving. As a result teachers lack this information in planning their lessons to ensure learning objectives are matched to pupils' individual needs.
91. The leadership and management of the subject are satisfactory.

Geography

Provision for geography in the school is satisfactory.

No significant strengths or weaknesses

Commentary

92. Although only 1 lesson in geography was observed during the inspection, this was sufficient, together with scrutiny of work and conversations with pupils to indicate that standards are as expected, at both the ages of 7 and 11. Pupils in a lesson in Year 2 were very enthusiastic at plotting their journeys to school from the towns and villages where they live. They were greatly helped by a large number of photographs of buildings, including their own homes, taken by their teacher to help them define their routes. Two boys, with the help of their parents, had prepared very detailed maps and photos of their journeys, one of which was 13 miles. A pupil in Year 6 had good recall of rivers and flood plains he had been learning about; also he had a good knowledge of several rivers in Somerset. Others talked about work they had done in mapping.
93. Teaching and learning in the one lesson observed was good because the teacher encouraged the pupils to improve their work, resources were used effectively and pupils achieved well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision for art and design is good.

Main strengths and weaknesses

- Provision for Art in the school is good.
- Standards attained are in line with national expectations.

Commentary

94. During the inspection only 2 lessons were observed. However, there was abundant evidence throughout classrooms and displays in public areas of pupil's work in art. The standards of most pupils were in line with national expectation throughout the school, but there were several pieces of work, which were clearly above average. Pupils with special educational needs are well integrated into lessons and often supported by learning support assistants to ensure they achieve satisfactorily. Many good quality sketches of still life, trees and features of the playground were displayed in the central lobby. These pictures by pupils in Years 1 and 2 had been entered into Ruishton Flower Show competitions and had won a number of prizes. Likewise colourful and original watercolours on the theme of 'Down the River' with attached poems, by pupils in Year 5, were displayed in the hall. Year 6 pupils enlivened their classroom with very bright and accurate shape paintings in the style of 'wobble art'.
95. Teaching and learning in the lessons observed were satisfactory. When teachers encouraged pupils and gave them praise, pupils achieved better. Pupils in Year 4 were able to link their work in History (studying the Greeks) by sketching pictures of 'The Dolphins of Knossos' and decorating the outside of Greek vases. Year 6 pupils began to develop an understanding of perspective in landscapes. In discussion a number of pupils in several year groups indicated that 'Art' was one of their 'favourites' in school. This enthusiasm was reflected in the quality of much of their work.

96. The leadership and management of art are satisfactory.

Design and technology

Provision for design and technology is unsatisfactory, because pupils have insufficient opportunities for learning.

97. During the inspection no lessons took place in the subject. No evidence of work in design and technology was displayed, and none had been retained from the previous term for scrutiny. No judgement can therefore be made on standards, achievement, teaching and learning. In discussions with pupils in Year 2 they could remember making an aeroplane, a flying bat and 'something that slotted up and down'. Pupils in Year 6 had little recall of anything they had made, or of using tools, or designing and evaluating models. The school did provide a video of a model display pupils had made for a village hall function in the past, and this indicated satisfactory standards.

Music

The school makes good provision for music.

During the inspection only one lesson was observed due to timetable commitments.

Main strengths and weaknesses

- Music provision has improved since the appointment of music specialist teacher.
- Pupils now have opportunities to perform.

Commentary

98. From discussion with pupils and the lesson observed standards in music meet national expectations. Pupils with special educational needs were well integrated into this lesson and often supported by learning support assistants to ensure they achieve satisfactorily. No clear judgements on standards were made in the previous inspection. However, progress was satisfactory.

99. Provision for music has improved recently and is now good. Pupils now have the opportunity to play instruments and perform in front of their class. They enjoy singing and using instruments to accompany their songs. Later in the term pupils from one class will be performing in front of the school, singing and using instruments to accompany their songs. During an assembly the music specialist teacher created a moment of awe and wonder when he showed the pupils the inside workings of the piano. He also played several instruments and ensured they could name them.

100 The quality of teaching and learning in the lesson observed was satisfactory with several aspects being good including high expectations of work and behaviour and a brisk pace to the lesson. Leadership and management are satisfactory.

Physical education

Provision for physical education is satisfactory.

No significant strengths and weaknesses.

Commentary

101. Standards in the two lessons observed, in Year 1 and in Year 3, met national expectations. Learning and achievement were also mainly satisfactory although Year 3 pupils were capable of achieving more and were not sufficiently challenged to assess their own or other's performances. Pupils with special educational needs are well integrated into lessons and often supported by learning support assistants to ensure they achieve satisfactorily. The pupils are able to use a variety of controlled movements, and can evaluate each other's work. Improvement since the last inspection has been satisfactory. Standards could not be judged for Years 2, 4, 5 or 6, as no lessons were seen.
102. Teaching and learning are satisfactory and the co-ordination of the subject is sound. No specific standards were reported in the previous report.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' social, personal, health education and citizenship is good.

103. The school takes good care of its pupils where they are encouraged to work together in class and play amicably on the playground. Sex education and issues of drug misuse are well taught to older pupils by staff and visiting drama groups. Circle times (whole class discussions) offer good opportunities to discuss personal, social and health education, including moral issues. The school curriculum is enriched by numerous visits to local places of interest related to topics studied and older pupils in Year 6 attend a residential camp. Visitors are regularly invited including theatre groups, and musicians, which support the curriculum well. A wide range of extra-curricular activities are well attended by pupils of all ages and support many curriculum areas such as French, music, and physical education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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