

INSPECTION REPORT

Creech St. Michael C of E Primary School

Creech St. Michael, Taunton

LEA area: Somerset

Unique reference number: 123793

Headteacher: Mr M Hawkins

Reporting inspector: Mr GD Jones
11816

Dates of inspection: 10th – 14th January 2000

Inspection number: 183345

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Hyde Lane
Creech St. Michael
Taunton
Somerset
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Appropriate authority: Governing Body

Name of chair of governors: Mrs T Greenhalgh

Date of previous inspection: 1st – 4th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geoff Jones	Registered inspector	Science Information Technology Physical Education	What sort of school is it? School's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Ernest Marshall	Lay inspector		Attendance How well does the school work in partnership with parents?
Eva Wilson	Team inspector	English Under fives Art Music Religious education	How well does the school care for its pupils?
Peter Dexter	Team inspector	Mathematics Design and Technology Geography History	Special Educational Needs Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to the pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Creech St. Michael Primary School is a Church of England Voluntary Controlled school with 215 pupils on roll. It serves the village of Creech St. Michael although increasing numbers of pupils are being admitted from Lyngford, Halcon and Holway. The school has eight classes. Six of these have a single year group of pupils but Year 1 and Year 2 pupils, owing to an uneven distribution of pupils in each year, are organised into two parallel classes with pupils from both Year Groups in each. The attainment of the children when they enter the Reception classes is average.

There are no pupils attending the school for whom English is an additional language. Nearly ten per cent of the pupils are entitled to free school meals which is below the national average. 41 pupils are on the school's register of special educational needs and their needs range from specific learning difficulties to emotional and behavioural problems.

Since the last inspection the school has had four head teachers, two appointments being temporary. The present head teacher was appointed during the autumn term of 1999 whilst he was the acting head teacher. He officially took up the post at the beginning of the present term.

HOW GOOD THE SCHOOL IS

The school is an overall effective school. Although the pupils' standards in reading and writing at the end of Key Stage 1 have been unsatisfactory for a few years and have given the school much cause for concern there is now firm evidence that there is improvement. The present Year 1 pupils' achievements show that they are on course to attain at least satisfactory standards at the end of the key stage next year. The comparatively new teaching staff in Key Stage 1 has been working successfully to raise standards for the younger pupils in the school. Standards at the end of Key Stage 2, on the other hand, have been regularly above national expectations showing that overall pupils have made good progress. The quality of teaching is also good overall. The very good leadership of the new head teacher has already had a positive impact. He is fully aware of the areas that need improving and has the expertise to implement changes successfully. Members of staff are working more closely as a team and steps have been taken to improve attainments in Key Stage 1. The newly introduced information technology suite is already having an impact on pupils' standards. The head teacher and governors work together closely for the benefit of the school. The school provides good value for money.

What the school does well

- Overall good quality teaching in the school;
- Good standards in English and mathematics at the end of Key Stage 2;
- Good achievements in music, speaking and listening throughout the school;
- Supportive ethos in the school resulting in the absence of oppressive behaviour;
- Very good relationships between everyone within the school;
- School's very effective use of the community to enrich the curriculum;
- Very effective partnership with parents;
- The high quality leadership of the recently appointed head teacher;
- The outstanding use the school makes of new technology.

What could be improved

- Unsatisfactory standards in reading and writing at the end of Key Stage 1;
- Procedures for monitoring strengths and weaknesses and assessing pupils' attainment and progress;
- Roles of the subject co-ordinators are under-developed;
- Insufficient recording and monitoring of pupils' personal development;
- Better quality schemes of work in some subjects need to be introduced to provide guidelines for planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. The situation in the school has changed drastically since then in terms of the number of pupils on roll, the enlarged area the school now serves and the nature of the enlarged catchment area. The content of the previous report was very complimentary and it would be very difficult for the school to make improvements. For these reasons the school has not improved since the last inspection. Standards in reading and writing at the end of Key Stage 1 are not as good as they were in 1996 but the good standards in English and mathematics at the end of Key Stage 2 have been maintained. The school has also maintained its very good partnership with parents, its procedures for supporting and guiding pupils and its strong links with the community. The good quality of teaching has also been maintained but the procedures for assessing pupils' attainment and progress have remained an issue still to be addressed as the school has yet to introduce a consistent system to assist lesson planning. A small number of schemes of work still need improving in order to ensure that pupils make the progress of which they are capable. Likewise, the rate of progress of the higher attaining pupils is still in need of improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	A	A	A	well above average A above average B average C below average D well below average E
mathematics	D	B	B	C	
science	E	C	C	D	

The school's performance at the end of Key Stage 2 in each of the three main subjects has improved over the last three years. The chart shows, for example, that while standards in mathematics are above average compared with all primary schools in the country they are only average compared with the results from similar schools. The inspection team judges that, at the time of the inspection, attainments in English and mathematics are above average and are close to what is expected nationally in science. The school is successful in meeting its targets at the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy learning and concentrate well on their work.
Behaviour, in and out of classrooms	Good. Pupils are polite and sensible. They act responsibly in both key stages. Incidents of poor behaviour are very rare.
Personal development and relationships	Good. Pupils are encouraged to accept responsibility and to become independent as soon as possible.
Attendance	Good. Attendance rate is better than the national average and pupils arrive at school punctually.

Pupils enjoy school. They are interested in their work and behave well when working in small groups. During break times they play happily together and care for each other's welfare resulting in an absence

of bullying. Pupils accept responsibility readily. Their attendance rate is better than the national average and pupils arrive at school punctually. All of these factors have a good impact on their progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

When the quality of teaching was very good teachers have an infectious enthusiasm, encourage pupils to be as independent as possible and have high expectations of what can be achieved. Where the teaching is less strong teachers do not have a clear focus on what they want pupils to achieve by the end of the lesson and do not pay sufficient attention to ensuring that all pupils are listening when they are speaking to the whole class. English is taught effectively and pupils use the skills they learn in literacy lessons for enjoying fiction books and writing for different purposes. Literacy lessons have had a greater emphasis on phonic skills and a sharper focus on comprehension is benefiting the pupils' standards in reading in Key Stage 1. However, there is still uncertainty amongst some of these young pupils about how to use their phonic skills in reading unfamiliar words. Numeracy skills are taught effectively and the greater emphasis on improving pupils' mental mathematics is beginning to have a very positive impact on progress. Pupils develop a knowledge of mathematics that enables them to apply their numeracy skills to measuring, handling data and using a variety of formulae. The needs of pupils with special educational needs are met enabling them to make good progress. Higher attaining pupils are often not extended sufficiently owing to the lack of assessment of pupils' achievements so the next step in learning can be planned.

The proportion of teaching which was very good or better was 16 per cent. The proportion of satisfactory or better teaching was 82 per cent and the proportion of unsatisfactory teaching was two per cent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good overall balance to the curriculum. Satisfactory provision is made for health education, sex education and drugs awareness within subjects such as science and physical education. The school provides a good range of extra-curricular activities.
Provision for pupils with special educational needs	Provision is good. Pupils are supported effectively both in the classroom and when they are withdrawn in small groups. The progress of the pupils in meeting the targets in their individual education plans is monitored carefully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. Provision for the pupils' spiritual, moral and social development is good. Provision for their cultural development is satisfactory.
How well the school cares for its pupils	The school's procedures for child protection and for ensuring pupils' welfare are sound overall. Procedures for monitoring attendance are also satisfactory. Good use is made of assessment information when children first enter the school to meet their individual needs. The school is less successful in assessing pupils on a day-to-day basis in order to meet the varied needs of pupils.

The school works very effectively in partnership with its parents. The school has drawn up good guidance on how parents can help their children effectively at home. Parents are consulted about proposed changes to be made and are provided with information on the curriculum so they can support their children at home. The Parent-Teacher Association is very successful in raising substantial sums of money for the benefit of the pupils. All areas of the curriculum meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides very good leadership and has a very clear direction for the work of the school. As yet, the role of the subject co-ordinators is not developed sufficiently for them to take a lead in improving the provision.
How well the governors fulfil their responsibilities	Governors work hard to support the school. They monitor the work of the school very effectively, including the curriculum, the budget and the health and safety of the pupils.
The school's evaluation of its performance	The school's evaluation of its performance is not yet fully developed. Statistics are not used sufficiently as a tool for improvement.
The strategic use of resources	The school uses its budget wisely to provide a good education for its pupils. Resources for learning are used effectively to enable the pupils to make good progress.

The teachers have sufficient expertise to cover the content of the National Curriculum and are well supported by teaching assistants. The school's accommodation is good and learning resources are satisfactory. The head teacher has a very clear idea of what arrangements and systems the school needs in order to continue improving. He has strong ambitions for the school, particularly in providing the means for the pupils to become knowledgeable and highly skilled in information technology. The school applies the principles of best value for money to some extent. Since the appointment of the present head teacher parents have been consulted about major changes in the school. The school provides good value for money. However, the school does not challenge itself sufficiently about the services it provides or about whether it provides anything that could be better provided by someone else. It compares its results regularly those of other primary schools but, as yet, does not compare costs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Behaviour in school is good • Teaching is of good quality • The school is well led and managed • Being able to approach the school with problems 	<ul style="list-style-type: none"> • The school working more closely with parents • Better information about children's progress • Wider range of extra-curricular activities • The amount of homework expected

The inspection team agrees with all the positive views of the parents. Inspectors disagree that the school does not work closely with parents and can only assume that they are referring to a situation before the appointment of the present head teacher. Parents are given guidance about how to help at home, they assist the work in the classrooms and are informed regularly about what their children will be taught. The amount of homework provided is appropriate and the content is linked with what is being taught at school and has a good impact on pupils' progress. Annual written reports provide strengths as well as some weaknesses in pupils' learning. The extra-curricular activities provided by the school have a satisfactory range. There is an after-school club that meets daily, a range of sporting

activities, country dancing for Key Stage 1 during the lunch time and music activities for older pupils after school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children are first admitted to the school initial assessments show that their attainment is close to the average level expected for their age. They make good progress in the Reception classes due to effective teaching. When they are five most children are ready to move on to the National Curriculum. By this time they have attained above average standards for their age in mathematical, creative, personal and social development. Their attainment in language and literacy, knowledge and understanding of the world and physical development is meeting what is expected nationally for their age. The two Reception class teachers and learning support assistant work closely together in planning and assessing pupils' achievements.
2. The school's results in the annual national tests in 1999 at the end of Key Stage 1 show that the pupils' reading standards were below average. Levels of attainment in the same series of tests showed that the school was well below the national average in writing and mathematics. The percentages of pupils achieving higher levels in reading was below the national average in reading, well below the average in mathematics and close to the average in writing. Overall, this indicates that higher attaining pupils are not being sufficiently extended. Teacher assessments of the levels of attainment in science are close to the national average as is the percentage of pupils achieving higher levels. When these results are compared with similar schools Creech St Michael's results are below average in reading and mathematics and well below average in writing. Over the past three years the school's results have fluctuated in reading and mathematics and were either close to the national average or below it. Pupils' results in writing have declined over this period. An analysis of the 1999 results also show that overall boys perform less well in literacy than the girls. The newly appointed head teacher is aware of the disparity and is taking effective steps to redress the balance.
3. Results of the national tests at the end of Key Stage 2 in 1999 show that standards of eleven-year-olds attending the school were well above the national average. The school's results in mathematics showed that the percentage of pupils achieving national expectations or higher was above the national average. The proportion of pupils achieving what is expected for their age in science was close to the national average. The proportion of pupils attaining higher levels was well above the national average in English, close to the national average in mathematics and well below the national average in science. These results correlate reasonably well with the school's improvements in these three subjects over the past three years. English has moved from being below average at the beginning of the period to well above national average in 1999. Mathematics has also improved from being below average in 1997 to above the national norm in 1999 and science was well below average and now is close to the average. Compared with schools serving pupils of a similar background the results in English were well above the average for these schools, close to the average in mathematics and below average in science.
4. The disparity between the results in both key stages is a cause for concern for the newly appointed head teacher. Steps are already being taken to improve the situation. The head teacher proposes to organise the teaching of mathematics along year group lines instead of teaching within a mixed age class. The school also intends to provide in-service training for Key Stage 1 teachers in assessing pupils' levels of attainment in the main subjects. It is noteworthy that the present Year 1 and Reception teachers have all been appointed very recently.
5. The findings of the inspection show that the standards of Year 2 pupils are, at present, below what is expected for this age group in reading and writing. Pupils are developing satisfactory phonic skills and are beginning to have a greater understanding of what they read. However, many Year 2 pupils are still not sure how to apply the knowledge of phonics they have learned during literacy lessons to being able to read unfamiliar words. Pupils' skills in writing are hampered by underdeveloped skills in spelling. Their writing contains a lack of descriptive

words which would add colour and interest to stories and factual writing. Their stories are not structured sufficiently and have a tendency to be a string of events rather than a coherent whole. Pupils' skills in speaking and listening are good. They speak clearly, use a good range of vocabulary when discussing and confidently explain their own point of view. The increased vocabulary being used in speech by pupils is quite naturally taking longer to be applied in writing. At the end of Key Stage 1 pupils' levels of attainment in mathematics and science meet national expectations. Their knowledge of number bonds to twenty and counting in multiples of two and three is satisfactory. Pupils' are developing competent skills in adding and subtracting mentally. They learn successfully by participating in scientific investigations and simple experiments they have carried out. This enables them to develop an understanding of scientific ideas.

6. Standards of attainment at the end of Key Stage 2 are better than at the end of Key Stage 1. Pupils' standards in speaking, listening, reading and writing are all above the levels of attainment expected nationally. By the age of eleven pupils are good readers and use reference books to research information satisfactorily. They read fluently and with understanding. They write using a wide vocabulary and accurate spelling and punctuation. Many have developed individual fluent styles in writing stories and poems and the results they produce are interesting to read. Their standards in mathematics are also good. They use mathematical terms confidently and work out the answers to challenging computations successfully. They calculate equivalent fractions and approximate large numbers to the nearest ten, hundred, or thousand. Pupils' levels of attainment meet national expectations in science. In a similar way to Key Stage 1 pupils, they learn much science through taking part in investigations
7. Levels of attainment in information technology meet what is expected nationally at the end of both key stages. The school has just installed a computer suite in place of the music room. Pupils have begun to use it and even at this early stage it is very evident that pupils will derive huge benefits by being taught in large groups. At this early stage there has been insufficient time for it to have had a significant impact on pupils' existing levels of knowledge, skills and understanding. Seven-year-olds can enter and retrieve information using computers and communicate their ideas using text and pictures. At the end of Key Stage 2 pupils use information technology to communicate using word processing, graphs and art. Standards in religious education meet the requirements of the Somerset Agreed Syllabus at the end of both key stages.
8. Standards in music are above what is expected nationally at the end of both key stages. In all other foundation subjects the pupils' levels of attainments are meeting national expectations. There are no foundation subjects in which the standards are below what is expected.
9. The school's progress in meeting its literacy targets for pupils' attainments following consultation with the local education authority is not as expected. Since the previous inspection standards have fallen in reading and writing at the end of Key Stage 1. There are now signs of improvement because the attainments of the present Year 1 pupils show they are on course to reach at least national expectations in 2001. The school sets targets for individual pupils which are challenging yet realistic and by the end of Key Stage 2 standards have risen markedly resulting in its targets being exceeded.
10. Over the last four years the progress made within Key Stage 1 has been unsatisfactory in reading, writing and mathematics. This has been due to frequent changes of staff and low morale. The present teaching staff in Key Stage 1 now work well as a team and there are very encouraging signs that standards are now beginning to rise, especially in Year 1 and in the Reception classes. In contrast the progress made over the past four years in Key Stage 2 has been much better. Compared with national averages standards have improved in English, mathematics and science over this period.

11. Progress made by children who are under five is good. Their knowledge and skills advance from being close to the average when they are admitted to the Reception classes to being above average in a number of aspects of the early years curriculum by the time they move into Year 1. Pupils' progress in Key Stage 1 is good overall in speaking, listening, reading, writing and mathematics. Their progress in speaking and listening is good owing to the provision of varied opportunities to discuss their ideas either in small groups or as a whole class. The good understanding of the present teachers in Key Stage 1 has contributed greatly to the good progress in reading and writing. A good foundation to learning is laid in the Reception classes and pupils in Year 1 build on this and learn phonic, comprehension, punctuation, spelling and handwriting skills effectively. Year 2 pupils also make good progress in these areas but since they have more ground to make up their progress appears to be less because their levels of attainment are still below national expectations. Progress in mathematics and science is satisfactory and results from varied opportunities to understand scientific and mathematical ideas by carrying out a variety of practical tasks and investigations.
12. Key Stage 2 pupils make good progress in speaking, listening, reading, writing and mathematics. Year 3 pupils make very good progress in reading and writing as a result of extra support specifically provided to raise standards. They follow a well structured course of work which meets closely the needs of individual pupils and the hard work of the teacher and special needs co-ordinator ensure that pupils benefit from this. The rest of the pupils in Key Stage 2 make good progress in reading and writing owing to the enthusiastic and sympathetic teaching they receive. The school's implementation of the literacy hour has contributed much to the good progress of pupils in reading and writing. Pupils' progress in mathematics is also good. The tasks set by teachers are usually challenging, and pupils contribute well to their own learning. The structures and content of the numeracy hour are improving progress at both key stages for all pupils. Progress in science is satisfactory and, like Key Stage 1, is due to a variety of investigations and experiments which are provided for them. With the exception of Year 3 the pace of learning slows when pupils are required to copy the class teacher's script written on the blackboard instead of being required to record their own thoughts and ideas in writing. By doing this they are being deprived of opportunities to clarify their thinking and understanding about scientific ideas. Pupils with special educational needs make sound progress and are well supported in the classroom. Whilst higher attaining pupils make good progress in English they do not make the progress of which they are capable in mathematics and science because the work planned for them is not sufficiently challenging for them to extend their knowledge, skills and understanding.

Pupils' attitudes, values and personal development

13. Pupils enjoy school. The youngest pupils come into their classroom eagerly, know school routines, and display confidence in meeting and working with adults. They answer questions readily about their work, move enthusiastically from activity to activity, and behave well in groups or during whole- class activities. These positive attitudes towards learning continue as they grow older, and by the end of Key Stage 1 pupils are able to work independently in groups in the literacy and numeracy hours. By the end of Key Stage 2 the pupils have matured further, and appropriately. They enjoy good relationships with all adults in the classroom, or others around the school. These pupils are able to organise their own learning, and complete the homework tasks set in a mature manner. All pupils enjoy taking part in the good range of extra activities in sport and music. The behaviour of the pupils is good throughout the school with the exception of a very small number of Key Stage 1 pupils who have yet to develop the maturity to realise when their behaviour is inappropriate.
14. Before and after school, and at break times, younger and older pupils play happily together. Boys and girls play games together, displaying good social skills, recognising the importance of sharing, taking turns, and appreciating the views of others in the group. If there is a collision they support anyone who is injured, and take them to an adult if it is necessary. Parents speak very positively about pupils' behaviour during and after school, and the constructive way the

school develops their social understanding toward both ethnicity, or pupils " who are less fortunate than themselves".

15. There are some opportunities for pupils to reflect on what they do, and understand the impact on others. The head teacher emphasises this in the acts of collective worship, and teachers refer back to these during lessons. For example during a geography lesson the teacher reminded pupils of the theme of responsibility used in assembly.
16. Both younger and older pupils accept responsibilities readily. Pupils at the end of Key Stage 1 help in their classrooms, whilst older pupils are assuming wider roles. They look after younger pupils at break times, help to organise lunchtimes and prepare the school hall for acts of worship. They have a very mature attitude toward school life and behave very sensibly even without direct supervision.
17. At the last inspection pupils' attitudes and behaviour were found to be good. They continue at the same good level. Personal development is still very good but where there are difficulties the school does not record and monitor the problems to ensure that the impact on the pupils' standards is not a negative one.
18. Attendance at the school is good and is better than the national average. Statistics for the recent autumn term show an improvement over the 1998/99 levels with both authorised and unauthorised absence rates lower than the national averages for similar schools. Registration complies with statutory requirements and there are no patterns of lateness amongst pupils of any age groups. There is no truancy. The school's daily punctuality and pupils' good attendance combine to form a positive contribution to learning.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall throughout the school. There are a number of examples of very good lessons, mainly in Key Stage 2 classes and during information technology lessons taken by the head teacher. Sixteen per cent of the lessons were very good or better and sixty per cent were good. Only one lesson observed during the period of the inspection was less than satisfactory. This is very close to the findings of the previous inspection and closely accords with the views of the parents. Overall, teachers have good subject knowledge and have very good relationships with the pupils. This results in good management of the pupils' behaviour and in pupils wanting to please their teacher.
20. Lessons for children who are under five are well planned and organised. The children are happy in the classrooms and, even at this early stage in their school career, are well-versed in procedures such as putting resources away and tidying the classroom at the end of a lesson. Reception class teachers work in close partnership with each other and with the classroom assistant to ensuring that all adults support the children very effectively. Teachers' planning is particularly good in the reception classes and in Year 3. Teachers identify clearly what they intend pupils to have learned by the end of the lesson. This gives the lesson a real focus and has a very good impact on the pupils' progress during the lesson.
21. Literacy and numeracy lessons have been implemented according to prescribed guidelines and have enhanced pupils' learning. Of particular note is the good impact on progress made by regular mental mathematics sessions that improve the pupils' quick recall of number facts. The quality of teaching in English is good and contributes strongly towards the pupils' good progress and positive attitudes. Mathematics lessons are good overall and pupils' understanding and quick recall of factual information has improved recently.
22. Examples of very good teaching in the school have a number of factors in common. Firstly, the lessons show very clearly to pupils that the teacher has an enthusiasm for teaching the subject. For example, in one very good science lesson involving pupils in constructing electrical circuits to make motors and buzzers work, the teacher commenced the lesson by saying "I've been

looking forward to this lesson for ages.” The obvious pleasure obtained by the teacher whenever pupils succeeded in constructing a correct circuit was infectious. Pupils became fascinated quickly in the activities and the skills they learned were through first-hand experience and likely to be lasting. The consequent progress in learning made by pupils was very good. Secondly, the teachers encourage pupils to be independent in their learning. For instance, during lessons in information technology, Reception children are expected to undertake all operations themselves. Teachers only intervene if the child has tried unsuccessfully for several attempts. Children are required to type in their own name to ‘log-in’ to the network and load in the relevant program by themselves. They practise dragging objects across the screen in order to place them in other appropriate positions. The independence these young children are building in information technology has enabled them to make rapid progress in acquiring skills and to begin to develop attainments on which they can build in the future. Finally, teachers have high expectations of the pupils that enable them to make good progress. This results in challenging activities that are realistic for the levels of attainment the pupils have reached but also ones that they can achieve. A Year 6 music lesson clearly demonstrated this when the class teacher expected pupils to be able to develop a challenging piece of music involving a wide selection of rhythms and instruments. After rehearsals the teacher set the scene carefully for a good performance by asking the class to imagine the lights in the theatre have dimmed and the audience is waiting. The class followed the beat of the drum and the conductor’s signals closely. Together they perform high quality compositions with very good attention to rhythm as well as timbre.

23. In the one lesson where teaching was unsatisfactory it was concerned with physical education. The teacher did not pay sufficient attention to ensuring that all pupils were listening. There was no focus on assessment of the pupils’ achievements to enable advice to be given to pupils so they could improve their performances. There were also insufficient challenges for the higher attaining pupils to be able to make the progress of which they were capable.
24. The specialist teaching in information technology enhances the pupils’ progress. The knowledge of how to teach the subject and of how to organise lessons very effectively is very beneficial to pupils acquiring appropriate skills. The lessons proceed at a very brisk pace and the use of the computer room greatly enhances the pupils’ opportunities for learning. Pupils are constantly being challenged and the plentiful resources available results in pupils being excited at the learning possibilities for gaining knowledge and understanding and acquiring new skills.

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

25. There is a good overall balance to the curriculum. All pupils have full and equal access to the Early Years Curriculum, or the National Curriculum, together with religious education. Although there is not a specific personal, social and health education policy there is satisfactory provision for health, sex education and a drugs awareness programmes in subjects such as science or physical education.
26. Very high priority is given to the teaching of literacy and numeracy in all classrooms, which is beginning to raise standards in Key Stage 1 and is contributing towards a continuing improvement in standards in Key Stage 2. The provision for pupils with special education needs is good overall, but particularly so in literacy. The Additional Educational Needs Co-ordinator, class teachers and learning assistants work together closely, giving individual or group support based on the well matched individual education plans, which set targets for improvement. The Additional Literacy Support Programme is working particularly well to help improve the achievements of pupils with special educational needs. The provision for the more able in numeracy is unsatisfactory on some occasions and the programmes for these pupils are not as sharply defined as those for the less able.
27. The school provides a good balance of extra curricular opportunities in homework, sport or music, which the pupils respond to enthusiastically. Teachers also plan activities beyond the

school boundaries to enrich pupils' experience further. Younger pupils use the immediate locality, as when Year 1 and Year 2 pupils explored the route of the canal through the village. Older pupils visit a residential centre at Kilve and this provides varied opportunities for pupils to experience at first hand a wide range of activities that have a good impact on their progress in a number of areas of the curriculum.

28. The provision for spiritual, moral social and cultural education is good overall. The head teacher has a well-planned series of themes for the act of collective worship for each term. During the course of the inspection the theme was responsibility, to oneself and to others. There were opportunities to reflect on this not only in the general classroom situation, as when class teachers reminded pupils of their responsibilities in class work, but also in a deeper way when Year 6 pupils reflected on their own talents and why and how to use them. The majority of these themes are wholly, or broadly, of a Christian nature.
29. There are moral themes within the programme of worship such as setting an example, or honesty. The teachers bring these to the fore in lessons for example the importance of telling the truth, treating each other fairly or behaving oneself, even if no adult is looking after you, as when older pupils are helping at lunchtimes. The teachers are good examples as they always behave fairly towards the pupils and listen to pupils' views with sympathy and understanding. The school cultivates the pupils' moral development well.
30. There is good provision for the social development of pupils. In the classrooms teachers manage class and group work so that pupils can work together, sharing ideas and resource harmoniously. Pupils move around the classroom taking care not to interfere with others. Older pupils are given good opportunities for further responsibility. They look after younger pupils, set out apparatus, and support in the smooth running of lunchtimes. The older pupils recognise the changes that have taken place during their time at the school, and note with some regret that "they will be the reception class at the secondary school soon".
31. The provision for cultural education is good for the pupils in their own cultural traditions of dance, music or everyday life. Owing to its geographical location the school does not have pupils from a variety of cultures. The head teacher recognises this, and although there is some wider cultural provision through the visit of an African dance company, he has plans to extend these experiences further. There is insufficient emphasis on the ways of life of people from the variety of cultures represented in Great Britain. Overall the provision for the development of the pupils' knowledge and understanding of culture is satisfactory.
32. Since the last inspection the school has maintained its commitment to a broad and balanced curriculum, it has continued to give good support to pupils with special educational needs, The quality of the provision for spiritual moral social and cultural education remains high. The school has established and developed a wide range of community links that represent a very good and positive contribution to learning. The new computer suite provides seventeen workstations with world-wide Internet connection plus a network with the Local Education Authority's own Intranet service for schools.
33. Within the local community, the school enjoys good relationships with the Anglican Church with regular reciprocal visits taking place. There is an established link with the Parish Council through the staging at the school of the annual village flower show. This popular event is now run jointly and provides the school with a valuable contribution to the school budget and enables a greater number of the community to visit the school premises.
34. Links with Exeter University provide additional classroom support when students engaged on teacher training courses visit the school in groups to obtain practical experience. There is an established playgroup on the school campus and some fifty per cent of children attending it are admitted to the school in the reception classes. Their familiarity with the school provides a more relaxed entry into full time education. Similarly, good relationships with the receiving secondary school enables reciprocal visits by teaching staff. Pupils and parents are provided

with comprehensive information which enables them to be well informed about the next stage of their schooling. The After School Club, operating on a self-financing basis from the school premises, and run by a parent, meets throughout the year and is open to all the community's children.

35. The school has links with the Local Education Authority's family of schools, providing opportunity for joint professional training. Participation in inter-schools competitive team games is a positive strength of the school and the school is an organising participant in the annual inter-schools sports day event. Pupils have the opportunity to interact with other schools and to develop team and leadership skills.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school's procedures for child protection and for ensuring pupils' welfare are sound overall. The designated staff member for child protection has received appropriate training. Newer staff members have knowledge of their roles but have received no formal instruction or training.
37. Effective health and safety measures are in place and are systematically monitored through a full risk assessment process that takes place in the spring and autumn terms. The assessment team comprises a staff member, governor and the school caretaker who has significant experience in health and safety matters. Items of concern are identified, logged, prioritised and acted upon. Detailed written reports are presented to the school management.
38. Regular fire drills are conducted and recorded. Evaluation of the outcomes and proposals for improvement would be beneficial. Regular testing of equipment is carried out and test certificates, including the certificate for testing of the large physical education apparatus, are current. First aid procedures are satisfactory, equipment and records are adequate and up-to-date respectively. Mid-day supervisors have good knowledge of the procedures.
39. The school has secure arrangements for the collection of pupils at the end of the school day. These arrangements include the safe supervision of those pupils who travel to school by mini-bus services. Parents interviewed have a clear perception that the school cares well for the children and the level of care demonstrates a positive contribution to an environment that is conducive to learning.
40. The school's procedures for monitoring attendance are satisfactory as evidenced by the good levels of attendance recorded. Parents' obligations in this aspect are included in the new Home-School Agreement. The school discourages holidays being taken in term time. The school's administrative officer wisely prepares weekly absence sheets for each class after scrutiny of the registers. Class teachers complete entries for pupils where the reason for absence has been given and the administrative officer contacts those parents from whom no reason has been provided. The head teacher follows up any perceived problems, this action being infrequent.
41. The school has addressed, in part, the assessment issues identified in the previous report. The results of national and school tests are analysed and recorded carefully and the information gained is used very well to meet most pupils' needs with a view to raising standards. However, the school has been less successful in establishing assessment as an integral part of teaching and learning through agreed procedures and arrangements need to be consistent to make them satisfactory.
42. Some very positive practices are in place as a result of test analyses. Firstly, the school has recognised the significant gaps in the attainment of the present Year 3 pupils in the 1999 national tests and has provided explicit help to accelerate progress in the acquisition of basic, language and literacy skills. To this end, two teachers and two specifically trained, learning support assistants work with the pupils, in small ability groupings, three times a week. This means that pupils receive teaching inputs and activity support, which is pitched exactly at their level, enabling them to make very good progress. Another positive action has been that of

drawing up guidance for parents on how to help their children with reading at home. This is at present in draft form, but is of good quality and has the potential of bringing about increased progress in reading. Linking to this is the school's newly established and well-structured homework policy. Additionally, professional development has been arranged for all Key Stage 1 teachers, which will focus on the teaching of phonics in a developmental fashion and on using assessment effectively to inform planning. Finally, good use is made of the assessment information gained from tests as children enter school to inform curricular provision and to group children. Good assessment practice too is employed in tracking the attainment and progress of pupils with special educational needs. All of these procedures demonstrate the school's serious commitment to raising standards.

43. The school has been less successful in using assessment on a day-to-day basis to inform planning and ensure that pupils' different and varied needs are met and tracked in subjects other than English and mathematics. This is due, directly, to underdeveloped schemes of work. Many schemes are not complete, and even those which are, such as religious education, give insufficient guidance on how to incorporate meaningful assessment opportunities into teaching and learning.
44. Another area which has had insufficient attention, is that of moderation, when teachers across the school reach an agreement about the levels being assigned to pupils' work, particularly in English, mathematics and science. The lack of this practice detracts from teachers' awareness of the intricacies of national standards and diminishes their effectiveness in setting highly focused and purposeful learning objectives, and in accurately assigning levels to pupils' written work. The head teacher is highly aware of this and has already put in place measures to rectify it. They are threefold. Firstly, professional development has been arranged for staff, as mentioned above. Secondly a start has been made on discussing and agreeing levels assigned to pupils' work by staff. This work is kept and is beginning to form a school portfolio. Thirdly, the status of the role of the subject co-ordinator has been raised and as a result, co-ordinators are beginning to use their good subject expertise to positively inform and influence practice.
45. However, procedures in assessing pupils' academic and personal development have not yet become effective. Where aspects of an individual pupil's personal development have a negative effect on his or her standards of knowledge, skills and understanding there are no helpful records which will allow teachers to monitor progress in overcoming the difficulties.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents interviewed have a strong and positive view of the school and particularly refer to the friendly caring attitude shown by both teaching and non-teaching staff. Teachers are regarded by parents as being approachable and helpful. The head teacher's presence and availability at the school entrance at the beginning and end of the school day is well received by parents. Parents interviewed confirm the perception of the 100% positive response to the element in the Parents' Questionnaire relating to their children's liking of the school.
47. The effectiveness of the school's links with parents is very good. Parents have had an input to the new Home-School Agreement by attending an evening meeting to discuss the content and by completing a questionnaire inviting comments and suggestions on the draft document.
48. All parents are automatically made members of the Parent Teacher Association and are invited into school to offer any support or particular skills they are able to provide. Parents interviewed confirm they feel welcome on the premises and express confidence in the school's ability to care for their children and to ensure children's progress in learning. Some of the views expressed in the parents' responses to the questionnaires do not agree with this view. They feel that the school does not work closely with parents. However, since the present head teacher's recent appointment there has been strong evidence to suggest that the school has been actively co-operating with parents to seek their views and to make itself more approachable. Parents feel very comfortable and well able to approach the staff with any matters concerning their children.

They have a clear view that the school will take positive steps to resolve problems and will give feedback on the outcomes.

49. Parental involvement in the work of the school is significant and the impact is strongly positive in the contribution to learning. The school is able to rely on the ready and willing response of the members of the parent teacher association to offer both practical and financial support for initiatives contained in the school development plan and which otherwise might be delayed. Parents' commitment to providing and decorating the new computer suite being an outstanding example.
50. Regular parental help in the classroom is a feature of the school and enables teachers to plan lessons knowing that additional support will be available when needed. There is a view of mutual appreciation of the efforts made by the school and the good level of support offered by parents that provides the school with confidence to move forward in its future planning. The quality of information provided for parents is satisfactory overall. Regular school newsletters supplement those of the Parent Teacher Association. The School Prospectus covers all required elements and is informative. However, it does not meet legal requirements by failing to provide a comparison between the school's annual national test results and national averages.
51. Pupils' annual reports are individually written and seen by most parents as being helpful. Whilst those relating to Reception pupils contain information on individual targets, Year 1 to Year 6 pupils' reports are inconsistent in including space for parental comments or details of personal targets. All subjects of the National Curriculum are covered satisfactorily.
52. At the start of each term, all class teachers inform parents appropriately by letter details of what is to be taught within each subject of the National Curriculum and related topic work. Parents' meetings are arranged each term to enable parents to inspect their child's work and discuss progress. The meeting in the summer term is held for parents to meet the class teacher and discuss any matters of interest or concern connected with the annual written report. The school operates a successful and well-appreciated 'open door' policy that enables parents to meet the class teachers or the head teacher at the beginning or end of the school day to discuss any matters of concern. Parents regard the home-school diary as an effective two-way communication medium which enhances the progress of their children.
53. Parents' contribution to learning at the school is good. A number of parent-helpers are present on a regular basis and are effectively deployed to support work in the classroom and during extra-curricular activities. Parent governors are members of this group and by their regular attendance in school gain valuable first-hand knowledge of its daily routines. Parents of children with special educational needs are involved in all stages of assessment and in the agreement of appropriate individual targets. Parents of children in the Reception classes are involved similarly in the review of children's baseline assessment results and in the setting of individual targets. Those parents interviewed during the inspection period confirm they are provided with guidance on home assistance with reading and spelling for Key Stage 1 pupils with additional assistance in mental mathematics and project work for Key Stage 2 pupils.
54. The Parent Teacher Association provides a significant contribution to the pupils' learning. Parents raise funds enthusiastically and their work has resulted in the provision of a number of items. For example, the fiction library has been well-stocked, storage has been provided, work surfaces and tiling are now in the practical area, and an ambitious financial commitment has been provided towards the installation of a new computer suite.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. At the time of the inspection the head teacher had been in the post for just over four months. In that period of time he made it his first priority to raise morale of the staff. He has succeeded in accomplishing this and now has generated a strong feeling of teamwork and enthusiasm amongst the staff.

56. The head teacher provides very good leadership and gives a clear direction for the work of the school. He is very ambitious for the school but, as yet, there has been insufficient time to introduce many of the necessary initiatives that will have a lasting impact. The recently installed information technology suite is beginning to have an effect on the pupils' standards of attainment and enthusiasm. The under-attainment of pupils in Key Stage 1 has been recognised and steps have been taken already to address the issue and the head teacher and the recently appointed Key Stage 1 co-ordinator are working very closely to raise standards. Parents have been consulted about new teaching arrangements for the teaching of mathematics and vital support specifically for Year 3 pupils in literacy has been introduced. In addition he plans to introduce a number of valuable processes that will improve the work of the school and the standards of the pupils' attainments. These will enable the school to identify accurately the areas that are in need of development and enable the teachers to plan work that will meet the pupils' needs and to extend their learning. He is aware of the need to draw up carefully considered schemes of work in a number of subjects in order to raise pupils' standards. The head teacher supports strongly a system that values parents' views and this is demonstrated clearly by the way in which the school has consulted parents about the change in the way the teaching of mathematics in Key Stage 1 will be organised in the future. A systematic programme of monitoring teaching is not yet in place in order to share the strengths and improve any weaknesses. However, the new head teacher is intending to initiate a programme in the near future. The changes are being introduced at an appropriate rate to enable understanding from the staff of the school. The head teacher is an enthusiastic supporter of new technology and is wasting no time in using it to assist the work of the school. Information technology programs have been introduced to assist the school in interpreting assessment results.
57. The school development plan has been sensibly and carefully modified by the head teacher to include initiatives that he felt were priorities. Evidence is gathered for the head teacher and staff to decide on the initiatives to be included in the plan. This is not based sufficiently on evidence to identify weaker areas in the curriculum in order to raise standards year on year. Although pupils' work is monitored there is, as yet, no means of identifying aspects of the curriculum where there is a significant lack of knowledge, skills and understanding. For example, the pupils' answers in the annual national tests are not analysed sufficiently to identify areas of the curriculum that are comparatively weaker. Also, where assessment records do not provide sufficient evidence to detect significant weaknesses, samples of pupils are not interviewed to make judgements on the most common weaknesses. At present the various initiatives do not have associated criteria to judge their success linked, wherever possible, with improvements in the standards of pupils' attainments.
58. The subject co-ordinators are very willing and able to accept a role that enables them to develop the subject for which they are responsible. However, at present their role is under-developed. Although they order relevant resources to support pupils in their learning it is not part of their duties to undertake an audit of pupils' achievements, monitor their progress or identify aspects of the work in their subject that is in need of improvement.
59. The Governing Body is very supportive of the school and is aware of the strengths and weaknesses of the school but some quite rightly feel that they could be even more aware. For example, the system of allocating areas of the curriculum to named governors has not yet become fully operational. The governing body provides strong support and carries out its duties very competently. The quality of leadership and management it provides has been maintained since the previous report. The chair of governors works very closely with the school and has very regular meetings with the head teacher to discuss issues that arise. The governors are becoming increasingly involved in the strategic management of the school and make decisions carefully after considering the implications. For example, before making a decision about the conversion of the music room to an information technology suite they reflected carefully upon the needs of the school following a presentation provided for them by the head teacher. Governors responsible for overseeing the work of literacy and numeracy attended appropriate training and the governor for special educational needs keeps himself apprised of the school's work in this respect. The various committees meet regularly. The school's budget is monitored

carefully and regularly by members of the premises and finance committee who also meet each term with the head teacher and site officer to monitor health and safety concerns.

60. All legal requirements are met by the school with the exception of publishing in the school prospectus a comparison of the school's results in the annual tests with national averages. In addition the school is not carrying out the required regular appraisals of teachers, although the head teacher is planning to start annual interviews with individual members of staff in the near future. This will enable him to manage their performance and set targets. Most of the school's aims are met. Pupils are happy in school and they are encouraged to develop lively and enquiring minds. They are helped to acquire skills and knowledge to equip them for a fast changing world, especially in information technology where they are taught systematically to use the internet to access relevant information. Pupils care for each other and develop a sense of responsibility. The only aim not fully met is concerned with encouraging pupils to seek the highest standards in all they do. As yet Key Stage 1 pupils are not achieving as well as they might.
61. The teaching staff has sufficient expertise and experience to cover all the necessary work involved in the National Curriculum. The special needs co-ordinator and support assistants' work hard to enable pupils with special educational needs to make good progress in learning. The school's procedures for the induction of newly qualified teachers and those new to the school are satisfactory but there is no agreed policy to make these clear.
62. The school's accommodation is good. The classrooms are adequately sized and each has sufficient facilities to teach the National Curriculum and religious education. The school hall is large and is used efficiently for a variety of purposes including collective acts of worship, physical education lessons, extra-curricular activities and the consumption of school meals. The computer room is used very effectively for teaching large groups of pupils and progress in their learning is already beginning to improve. The school grounds are adequate for the number of pupils attending the school and the fenced wild area is used effectively for science lessons.
63. The learning resources available to support pupils' learning are satisfactory overall. The quantity of books for pupils to make progress in reading is satisfactory and the school has taken steps to improve pupils' research skills by reorganising the school library. Mathematics resources are stored mainly in classrooms and are used well during lessons. The quality and quantity of these resources is satisfactory. Science resources are also satisfactory, although those for pupils to learn about electricity are of good quality and are used effectively. The number and quality of the computers in the school is outstanding and, together with a wide range of programs these are used in a highly effective manner to enable pupils to make progress. Resources for other subjects are also satisfactory. However, those for physical education are good. There is a wide range of gymnastic apparatus and a good variety of games and athletics equipment for pupils use and acquire skills.
64. The financial aspects of the school are very well planned. Money is allocated sensibly and the school budget is effectively monitored using printouts from the local education authority. The allocation of the special educational needs element of the budget is used wisely enabling pupils to make good progress. In addition to the school budget, the school receives other funding through the government's Grant for Educational Support and Training. This is spent very appropriately on developing the curriculum and on staff training.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards further and ensure good progress for all pupils the head teacher, staff and governors should:
- (1) Continue to improve the standards in reading and writing at the end of Key Stage 1 by;
placing even more emphasis on pupils' understanding of what they read to augment the present focus on the pupils' phonic skills;
 - (2) Introduce a whole school approach to assessing pupils' knowledge, skills and understanding that enables teachers to plan work that builds on what the pupils already know by;
providing in-service training to make sure that teachers know how to assess pupils' achievements;
implementing a manageable, systematic and moderated assessment programme;
using the information to plan the next step in pupils' learning.
 - (3) Enhance the role of the subject co-ordinators to include:
analysing the pupils' answers in the annual national tests and interviewing samples of pupils to identify areas in the curriculum for improvement;
monitoring samples of pupils' work to ensure that they are making good progress;
monitoring teachers' planning to ensure that the scheme of work is adequately covered;
drawing up an action plan to address the areas of weakness over a period of time.
 - (4) Introduce a system of recording and monitoring pupils' personal development in order to overcome associated difficulties they may have in improving their standards;
 - (5) Improve the schemes of work in subjects that do not provide sufficient guidelines for teachers to plan their lessons and for pupils to make satisfactory progress.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	14	58	26	2		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		215
Number of full-time pupils eligible for free school meals		23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		41

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	95.6
National comparative data	94.1

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	18	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	18
	Girls	14	13	16
	Total	26	24	34
Percentage of pupils at NC level 2 or above	School	72 (72)	67 (70)	94 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	18	18
	Girls	13	14	14
	Total	25	32	32
Percentage of pupils at NC level 2 or above	School	69 (78)	89 (70)	89 (96)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	22	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	21	19	17
	Total	34	31	31
Percentage of pupils at NC level 4 or above	School	92 (94)	84 (70)	84 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	18	16	17
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	76 (94)	73 (90)	78 (85)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	181
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	21.5
Average class size	27.0

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	47

Financial information

Financial year	1999
	£
Total income	353641
Total expenditure	354060
Expenditure per pupil	1647
Balance brought forward from previous year	34919
Balance carried forward to next year	34500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38			
My child is making good progress in school.	50	40	7	3	
Behaviour in the school is good.	38	55	4		3
My child gets the right amount of work to do at home.	29	58	6	4	1
The teaching is good.	46	45	3		6
I am kept well informed about how my child is getting on.	33	43	19	5	
I would feel comfortable about approaching the school with questions or a problem.	57	38	4		1
The school expects my child to work hard and achieve his or her best.	49	43	7		1
The school works closely with parents.	31	44	20	5	
The school is well led and managed.	36	51	4		9
The school is helping my child become mature and responsible.	40	49	7		4
The school provides an interesting range of activities outside lessons.	35	43	12		8

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. There is an option for children to start school in the September prior to their fifth birthday, or wait until the term of their fifth birthday, when full-time schooling becomes compulsory. Most children start at the school in the September before their fifth birthday. They are admitted into the two reception classes, which provide for this age group. At the time of the inspection, 21 children were under five. Profitable links between the school and play groups form part of the school's good induction arrangements, which provide a pleasant and orderly introduction to school life for both children and their parents. The results of early assessments show that children enter school with levels of attainment consistent with those expected nationally for this age group. The work is planned carefully to provide a broad and balanced curriculum within which all of the recommended areas of learning are addressed. As a result, children make good progress and by the time they are five, attain standards above those expected nationally for this age group in mathematical, creative, personal and social development. They attain standards consistent with expectations in language and literacy, knowledge and understanding of the world and physical development. They move on to the National Curriculum as soon as they are ready, having completed the early years' curriculum.
67. Children's personal and social development is given high priority so that progress is good and their attainment by the age of five is above the expectations of this young age group. Due to good teaching strategies, children know the classroom routines well and feel secure as part of the school community, a community where hard work and sensitivity to each other's feelings are aspired to. Respect and concern is shown to pupils, building effectively their self-respect and self esteem. Techniques, such as putting beads in a jar to mark good effort and behaviour, motivate children. They are proud to see the level of beads in the jar rise: a signal that they have done well. As a result of this and other equally well thought out procedures, children demonstrate good attitudes to their work, are confident and keen to learn. They show independence by clearing up after activities and by undressing and dressing for physical education lessons, with only a little help. They take part profitably in religious and cultural events such as the Harvest and Christmas Festivals, when they dress up and perform to an audience both by speaking and acting. Behaviour is good. Anti-social behaviour is effectively discouraged through positive attitudes, the implementation of a few simple rules and the encouragement offered by staff for all forms of good behaviour. Children were involved in formulating the class promises, which they know and endeavour to keep. Great enjoyment is a feature of the concentrated effort that the school's youngest pupils bring to their tasks and activities.
68. Children make good progress and by the time they are five, attain standards in language and literacy, which are consistent with those expected nationally. Children benefit greatly from well-structured literacy lessons when language is promoted carefully. As a result, children talk and role-play confidently and clearly in classroom's space ship or when playing with sand and water. Explanations and instructions are supported by good teaching aids so that, children listen carefully and are motivated and confident about asking and answering questions on such matters as words beginning with 'b'. A wide range of activities to foster reading and writing skills is prepared thoroughly by the teachers. As a result of this and good quality teaching, children make a good start with early reading skills and enjoy sharing books and being read to. They talk about the pictures and characters in books, a few read simple texts and almost all recognise some initial sounds. They all recognise their names. The shared reading scheme is effective in aiding reading skills. However, the classroom bookcases are not suitable for displaying books in an appropriate manner to attract children's attention and afford easy access. Children draw pictures, write symbols, some recognisable letters and a few phonetically plausible words to represent their stories.

69. By the time they are five, children's attainment in mathematics is above the national expectations. Children make good progress, due to the good provision in lessons. They practise skills successfully: skills such as counting and ordering numbers to twenty. Here the number line is used profitably. Teachers' good use of mathematical language together with activities involving shapes result in children naming and describing the properties of shapes well. They sing a wide variety of rhymes and jingles, such as 'One Two Buckle My Shoe' and 'Five Currant Buns' to reinforce the use of correct mathematical vocabulary and understanding of addition and subtraction. Time is used well in lessons and children benefit from the good balance between teaching time and time to practise and consolidate their skills, through suitable activities, supported in many cases by games made by the teachers. They are supported well too by the learning support assistant. Problem solving skills are developed well through such practical activities as finding how many scoops of sand will fill the container.
70. Good teaching provides well for developing a respectful awareness of the world around them so that, children make good progress and have a sound understanding of this area of learning. Good opportunities are provided for them to be aware of nature: they observe seasonal changes during nature walks and collect materials indicative of the time of year, such as autumn leaves. They notice community facilities as they walk in the neighbourhood and are made aware of how people in the community work for the benefit of all, through visits to the school by personnel from the postal and fire services. Materials are explored effectively and skills of cutting, gluing, joining and drawing are used satisfactorily for a variety of purposes such as making junk models of vehicles and lunch boxes. They use their senses of smell, sight and hearing to explore materials gainfully. Very good opportunities are provided for children to develop computer skills so that they are competent in operating the mouse and in using a good variety of programs to support and extend understanding of mathematics and reading: they use Animated Numbers and Oxford Reading Tree programs profitably. Children enjoy listening to taped stories while they follow the story in the book.
71. Good teaching enables children to make good progress and attain standards expected nationally in physical development. Children use the space in the hall satisfactorily in routines and games, which involve a variety of movements such as running, hopping and jumping. A good example is the Traffic Lights game they play, which encourages them, not only to use a range of body management skills, but also to react quickly to instructions. Good use is made of a variety of small apparatus both in and out of doors; apparatus such as a selection of different sized and textured balls, quoits, beanbags and hoops. During lessons in the hall, children learn to balance satisfactorily on benches and on the climbing frame. A shortage of wheeled vehicles inhibits opportunities to develop physical as well as personal and social skills such as sharing, taking turns and interacting. Children are given many opportunities to strengthen their fingers so that they use scissors, pencils, paintbrushes and a variety of construction toys well. Although here too, a shortage of construction toys inhibits choice and motivation. Staff are diligent about keeping children safe in movement lessons and when handling tools.
72. As a result of good teaching, which provides stimulating activities involving art, music, dance, drama and imaginative play children make good progress in creative development and attain standards above those expected nationally. They make patterns, pictures and friezes, some collaborative, by drawing, painting, bubble printing and by using wax resist and colour washing techniques. Their observational drawings of bears are good, as are their wax resist and colour wash fireworks pictures. A good range of collage materials is made available and children use it practically and imaginatively to good effect. They sing and perform action songs well and enjoy using percussion instruments. Good opportunities are offered for children to perform to an audience, such as the Christmas Play when they sing, play percussion instruments and undertake speaking parts confidently.

ENGLISH

73. The 1999 National Curriculum test results at the end of Key Stage 1 show that the number of pupils attaining the expected Level 2 in reading and writing was well below the national

average. The proportion of pupils reaching Level 3 in reading was below the national average but in writing it was close to it. When compared with similar schools pupils' performance was below average in reading and well below in writing. In tracking pupils' attainment over time, from 1996-1999 the data shows that their attainment is consistently below the national average. This coincided with a period of staff changes. Reassuringly however, stability of staffing has been established and the inspection findings reveal a climate of positive development and greater attainment: Year 1 pupils are well on course to meet national expectations.

74. The 1999 National Curriculum test results at the end of Key Stage 2 show that the number of pupils attaining the expected level in English was well above the national average and similarly the proportion reaching higher levels was also well above the national average. When compared with similar schools, the pupils' performance was above average. In tracking pupils' performance over time, from 1996-1999 the data shows that attainment rose from below the national average in 1998 to above, where it has remained. Inspection findings confirm above average attainment at the end of Key Stage 2.
75. At the end of both Key Stages 1 and 2, the present pupils' attainment in speaking and listening, is above the level expected nationally and shows that the standard of attainment described in the school's previous inspection report has been maintained. At the end of Key Stage 1, pupils speak clearly, use a good range of vocabulary to convey meaning and confidently put forward their points of view. They talk readily about their own experiences and feelings and about stories that they have heard or read, offering simple explanations about the plot and characters. Vocabulary is highly promoted in literacy lessons: pupils are introduced to a wide range of adjectives and prepositions. By the end of Key Stage 2, they are mature and confident speakers. They are given good opportunities to talk to different audiences and for a range of purposes. They discuss in small groups or in a more formal debating setting such matters as 'The advantages and disadvantages of school uniform' and 'Is war ever justified'. As a result, pupils have good skills, which enable them to contribute appropriately and build on each other's points of view. They use expression well and are aware of how vocabulary is used in stories and poems to portray characters and for effect. A good example of this was their worthwhile exploration and discussion of the poem Colonel Fackerley and their choral style, expressive recitation of it.
76. At the end of Key Stage 1 the present pupils' attainment in reading is below the national average and at the end of Key Stage 2 it is above. In the year following the previous inspection there was a fall in attainment of reading at the end of Key Stage 1. Recent staff stability and the successful implementation of the literacy hour, have had a positive impact and inspection findings show that although Year 2 pupils are attaining slightly below the expected levels, Year 1 pupils are well on course to attain appropriately. Year 2 pupils are developing comprehension and phonic skills well. There is still uncertainty on how to apply their good phonic skills to make sense of unfamiliar words, on dictionary skills and on the meaning of book vocabulary. By the end of Key Stage 2 pupils are competent readers. They have good skills in reading with accuracy and fluency and in drawing information from the text to support their points of view. They use book language well and describe simple features of the writer's craft interestingly. A good example of this was seen when Year 6 pupils discussed how humour was achieved in a poem. Pupils research information satisfactorily. With a view to promoting research skills further, the school has made a good start in reorganising the central library: it is carefully coded and labelled. However, in classrooms books are not displayed invitingly so as to demonstrate their value, inspire pupils, foster a love of reading and to promote book language.
77. The present pupils' attainment in writing, at the end of Key Stage 1, is below the national average and at the end of Key Stage 2 it is above. In like manner to reading it has been adversely effected by turnover in staffing, but additionally, by lack of professional development for teachers in the form of moderation exercises. This detracts from teachers' awareness of the intricacies of national standards and diminishes their effectiveness in setting highly focused and purposeful learning objectives and in assigning levels to pupils' written work. The head teacher is highly aware of this and has already put in place measures to rectify it. Already standards are

improving in handwriting and spelling which has had the very positive effect of bringing increased clarity to pupils' writing. Punctuation too is improving. Aspects, which prevent greater attainment, include the lack of descriptive vocabulary to give interest and joining words to add meaning. The increased vocabulary being built up in literacy lessons, and used in speech by pupils is quite naturally taking longer to be applied in writing. As well as that, the central part of creative stories is not structured well and as a result stories are inclined to be a long string of events. Pupils are given good opportunities to write factually, creatively and about their own experiences and pursuits and by the end of Key Stage 2, structure a variety of writing forms well. They use a wide range of vocabulary and have a good level of accuracy in spelling and punctuation. They are developing individual writing styles well as seen in their creative work entitled, The Sahara Crystal, and The Iron Man and factual pieces on The Berlin Wall and The Christmas Story.

78. Throughout the school, pupils make good progress in building skills of speaking and listening. Teachers across the school provide good opportunities for pupils to develop these skills, not least by encouraging them to use a good range of technical and enhanced vocabulary in a wide range of situations. As a result they use language effectively and build on each other's points of view. Drama plays an important role and pupils develop good presentational skills by taking part confidently in large, whole school productions such as the Christmas Story and The Pepys' Show.
79. Year 1 pupils are making good progress in reading and writing. Year 2 pupils are beginning to improve their standards but their progress is still unsatisfactory. This is due to the good provision made in literacy hour lessons and to the good understanding the present, comparatively new, staff has of early years' education. Year 1 pupils make good progress in learning phonic, comprehension, punctuation, spelling and handwriting skills effectively, as do Year 2 pupils, but since they have ground to make up attainment is lower. Year 3 pupils, including all pupils who under attained in last year's tests make very good progress in reading and writing as a result of the provision of extra support specifically to raise standards. Pupils follow a highly structured curriculum, matched adeptly to the varying needs of all ability groups. This is made possible by the provision of extra staff: two teachers and two learning support assistants share the responsibilities so that, pupils receive a high level of input and one-to-one attention. The rest of Key Stage 2 pupils make good progress in reading and writing, again due to work being pitched accurately to match their stages of development and to the highly structured, step by step nature of the curriculum delivered systematically in literacy lessons. Another significant contributory factor, which positively influences pupils' progress in writing throughout the school is the time set aside for pupils to practise the skills learned in lessons. In the case of reading, the support parents provide by assisting their children at home, positively impacts on progress and attainment. Useful dialogue is exchanged between school and home through pupils' diaries.
80. Pupils' response to English is good. They demonstrate positive and enthusiastic attitudes to learning. Across the school they listen well to their teachers' explanations and instructions and employ themselves well to tasks: most work hard during lessons. Pupils relate very well to their teachers and to each other. They interact agreeably in pairs and as part of a group, adding to their social development. Pupils have a positive attitude to reading and enjoy reading or hearing poetry, fiction and non-fiction titles. Their appreciation of a wealth of stories, from their own and other cultures, and the thought they put into their work, contribute well to their spiritual, moral and cultural development. Pupils of all ages enjoy exploring and discussing texts for a variety of purposes: older pupils compare similarities and differences between texts or examine how atmosphere or humour is achieved by authors while younger pupils examine the correct use of speech marks. Almost all pupils take a pride in presenting their work neatly. Across the school, most pupils behave well in response to teachers' expectations.
81. The quality of teaching is good and contributes strongly to pupils' good progress and positive attitudes to their work. Throughout the school, teachers have good subject knowledge as seen by good explanations and challenging questions. Lessons are begun by profitably recapping on

previous learning. However, although some teachers share the learning objectives with the pupils at the outset of new learning so as to involve them immediately and let them know what is expected of them, not all teachers do this. Additionally, on a few occasions, learning objectives are not defined clearly, or too many are identified which detract from the learning focus. The National Literacy Strategy Framework guides planning effectively and lessons are mainly purposeful, structured well and conducted at an appropriate pace. The most successful teaching captures and holds pupils' attention by imaginative use of a good range of resources to support not just the beginning, but all the different parts of lessons, including the tasks. A good example was the use of a variety of lengths of laces to introduce the meaning of suffixes through the words longer and longest as a small part of a lesson. Another was the use of stick puppets to reinforce understanding of speech and narration in follow up tasks after the lesson.

MATHEMATICS

82. Since the last inspection standards at the end of Key Stage 1 have declined, whilst those for pupils at the end of Key Stage 2 have remained the same.
83. The results of the statutory assessments in 1999 show that the number of pupils reaching the expected levels of attainment at the end of Key Stage 1 was above the national average. However, the number reaching the higher level was well below average. When these results are compared to schools serving pupils from a similar background they are average overall, but they are very low for the most able. Results have been falling in comparison to national scores over the last four years. The performance of boys is above national average figures during these years, whilst girls' results are lower, and below average.
84. At the end of Key Stage 2 in 1999 the number of pupils overall reaching the expected level of attainment (84% at level 4 or above) was well above the national average, whilst the number reaching the higher levels was close to average. When these same results are compared to schools with similar pupils they are considered to be broadly in line overall. Results over the last four years are close to national average figures. Within these figures boys perform better than girls. After a fall in 1997 results have risen in the subsequent two years. The teacher assessments in 1999 were significantly lower than the overall test results. The findings from the inspection show that the pupils' attainments at the end of Key Stage 1 are in line with national expectations, whilst those for Key Stage 2 are above.
85. The introduction of the national numeracy strategy has been successful in all classrooms. All teachers plan their work for the daily session of mathematics carefully, matching the activities to the recommended programme for each year. This has had an immediate impact on the pupils and in discussions with them all responded very positively. The reaction of both boys and girls indicates there is no significant difference in attainments during lessons. Pupils at the end of Key Stage 2 believe it has increased their confidence in their mathematical ability because they understand numbers better, and are able to use them to solve problems. Teachers in Key Stage 1 are already examining ways to improve the numeracy hour further by restructuring the mixed age classes into year groups for mathematics lessons. Overall, the school has made good progress in its numeracy strategy.
86. During the course of the inspection pupils' attainments at Key Stage 1 were at national average level. Pupils are working in ability groups, developing a sound understanding of numbers up to a hundred. Some are beginning to count in tens with some understanding. They can recognise and name shapes such as square, triangle and circle. In class and group sessions pupils use terms such as double, add, equals and units with confidence. Number bonds to twenty, and counting in twos and threes, all seen during the inspection, are developing to a satisfactory standard. Pupils are beginning to apply their number skills to problems such as 'if I buy 3 apples at 15p how much change do I get from 50p'.
87. In Key Stage 2 pupils' attainments are above national expectation. During the course of the inspection pupils could solve number problems using the four rules of number. They have very

good recall of number. For example pupils in year five are already setting targets for table bonds to 100. They explore number patterns using the terms multiple, factor and square, as the year six pupils were doing with considerable confidence. Pupils draw 2D shapes on grids and measure angles accurately. They calculate equivalent fractions successfully and approximate large numbers to the nearest ten, hundred, or thousand. Most pupils in Year 4 are working confidently with negative numbers on a numberline. Although there is some data handling in simple line graphs for example, full use has yet to be made of the excellent computer suite to collect, represent and interpret data in more sophisticated forms.

88. Pupils throughout the school respond with enthusiasm to the numeracy hour. In whole class lessons they listen attentively, and answer questions confidently and eagerly. They enjoy writing their answers on the whiteboards. Even the very youngest pupils concentrate very well throughout the whole of the class part of the lesson. In group tasks pupils readily share apparatus and ideas, working independently of the teachers. They work hard and behave well. These responses are consistent throughout the school.
89. Pupils are making sound progress in learning in Key Stage 1 and good progress in learning at Key Stage 2. Progress at Key Stage 1 is maintained by the good planning of the lessons, the good responses of the pupils, and the good understanding the teachers have of the numeracy hour. However, some of the more able at the end of the key stage are not always challenged, and progress would be improved with more focus on the year 2 pupils. The progress at Key Stage 2 is consistently good. Pupils are always clear about what needs to be done and the level they have to achieve. The group tasks are achievable, and usually challenging, and pupils concentrate, seeking to do their best during these sessions. They contribute well to their own learning. The structures and content of the numeracy hour are improving progress at both key stages for all pupils.
90. The quality of teaching is good overall at both key stages and there are consistent good features in all classrooms. All teachers have a good understanding and knowledge of mathematics, and teach basic skills well. The methods used, whole class teaching, group work, and good questioning techniques to motivate and challenge pupils, are effective. Support staff support groups or individuals well. They are involved in the planning of the work and full use is made of their skills. At Key Stage 2 better use is made of assessment to develop the individual pupil's knowledge, skills and understanding. The use of homework has a good impact on pupils' progress. However, these are not used sufficiently in Key Stage 1 and as a result some higher attaining pupils are not yet fully extended.
91. Pupils with special educational needs are identified quickly on admission. The Additional Educational Needs Co-ordinator has completed individual educational plans for these pupils, setting good targets for improvement. However, most of these targets are still focused on literacy, with only some small targets for the development of mathematical language or skills. Three pupils have been identified as most able and some provision is being made for them. This has been successful and these pupils are making good progress. The school has established a good provision and structure for the support of pupils with special educational needs, but it recognises there are further developments to be made, particularly in the mathematical challenge for more of the most able pupils.
92. The co-ordinator has had good training in the numeracy strategy, which he is able to use in advice and support to colleagues. An analysis of the pupils' annual test results has been accomplished and targets for improvement in specific areas of mathematics are being set. As part of this improved assessment portfolios of annotated work, identifying the appropriate National Curriculum level, are starting to be established. The need for improvements in the standards of attainment at Key Stage 1 is a particular focus. The co-ordinator regularly reviews his action plan for the development of the numeracy strategy, and is confident that it will be completed successfully by the end of the year.

SCIENCE

93. Teacher assessments at the end of Key Stage 1 in 1999 showed that most pupils were recorded as having achieved national expectations. The proportion of pupils who were judged to have reached a higher level was also close to the national average. The inspection findings show that the attainments of the present Year 2 pupils are close to national expectations overall. No science lessons were available in Key Stage 1 during the inspection week and judgements have been made by examining samples of pupils' work and by talking to them. They learn successfully from the investigations and simple experiments they have carried out. For example, they sort different materials to categorise which are transparent, translucent or opaque. They develop sound skills in carrying out scientific experiments and begin to develop an understanding of how to make tests fair through discussion and participation in a range of investigations. They are able to construct successfully a simple electrical circuit using bulbs, wires and batteries and can name a variety of sources of light. Their knowledge of the main parts of the human body and those of a plant is also sound.
94. When pupils left the school at the end of Key Stage 2 in 1999 their results in the annual national tests were close to the national average. In comparison to schools with pupils from a similar background the results were below average. Taking the four years leading up to 1999 as a whole the school's performance was well below average in 1996 but close to the national average in 1997 and 1998. Over the same four-year period the boys' performance was similar to the girls'.
95. Standards for the past three years have met national expectations at the end of Key Stage 2 and remain at a similar level. Pupils have a good understanding of evaporation and condensation and learn how solutions become saturated by continually adding the same volume of salt until no more will dissolve. Key Stage 2 pupils also learn much science through taking part in investigations. For example, through an investigation of types of habitat preferred by woodlice they gain a sound understanding of how to use and analyse data to draw valid conclusions. Pupils used petri dishes to make three different pairs of opposite habitats such as light and dark, damp and dry, rough and smooth. They recorded the routes of the woodlice in the dishes for one minute and came to conclusions about affinities for one or other in each pair of the habitats. All of the results in the class were collated and pupils made summary judgements using the total number of results. Pupils have a sound knowledge of light and understand that it travels in straight lines and is reflected in certain ways. They also know that sound is caused by vibrations and that materials can be made to vibrate in a number of different ways.
96. The learning of pupils in both key stages is satisfactory. Key Stage 1 pupils acquire knowledge, skills and understanding through direct experience of practical work. All pupils are provided with the same activities indicating that higher attaining pupils are not challenged sufficiently. Lower attaining pupils are supported well by their teachers and make satisfactory progress in their learning. Key Stage 2 pupils are encouraged to develop correct scientific vocabulary by using appropriate terminology during lessons. For example, Year 6 pupils write and talk about solvents and solutes during their work on dissolving. Year 3 pupils progress well in their learning and cover much ground during the year. They are challenged well and their progress is tracked effectively by giving them appropriate assessments before and after tackling new scientific themes of work. Progress in learning in other Key Stage 2 classes is slowed by too much copying of work from the blackboard. This deprives pupils of the opportunity to clarify their thinking by explaining ideas and investigations through using and writing their own words. Higher attaining pupils are given the same activities as the rest of the class with few opportunities for extending their learning. This inhibits their chances of making the progress of which they are capable. This is exemplified clearly in the percentage of pupils achieving a higher level in the most recent annual national test in science where this was well below the national average.
97. Pupils throughout the school find science lessons interesting and enjoyable. They settle down to work quickly and rapidly become absorbed in scientific activities. For example, Year 3 pupils were fascinated to find out for themselves how to wire electrical circuits successfully so that

buzzers are activated or motors empowered to work. They concentrate well and produce neat carefully presented work.

98. It was not possible to make a judgement on the teaching in Key Stage 1 since no science lessons were timetabled during the week of the inspection. The quality of teaching varied in Key Stage 2 but is sound overall. Teachers have a good knowledge of science and manage the pupils' behaviour well. Expectations of what the pupils can accomplish are good in Year 3 and sound elsewhere in the key stage owing to too much time spent on expecting pupils to copy the teachers' various written explanations and descriptions from the blackboard. Planning of science lessons is satisfactory but the learning objectives are sometimes not sufficiently precise for teachers to be able to use them to assess whether the pupils have achieved what was expected. Science lessons are invariably made interesting with absorbing activities for pupils. In addition to the examples already mentioned, pupils have opportunities to test different soils for water permeability and they compare the number of breaths they take per minute before and after exercise. Procedures for assessing pupils' achievements in science are used inconsistently across the key stage and this does not provide a usable system to identify what the next step in each pupil's learning should be. Teaching methods used by teachers are effective and provide a variety of different ways for pupils to learn. Pupils experience direct teaching, working in small groups on practical investigations, working individually to complete written assignments and class discussions.
99. The science co-ordinator's job description has not been reviewed for a number of years and does not reflect important requirements of the job. There is no obligation to monitor teachers' plans or pupils' work in order to ensure coverage of the National Curriculum and maintain or improve standards.

ART

100. Pupils, including those with special educational needs attain standards at the end of both Key Stages 1 and 2 that are in line with those expected for pupils of these ages. These inspection findings indicate a fall in standards since the previous inspection. This is due mainly to the lack of a comprehensive scheme of work to guide the teaching and learning of skills in a developmental and structured fashion. In most classes, the absence of such a scheme, results in skills being built in a fragmented way and the learning focus being driven by opportunities offered in the class topic. Such an approach undoubtedly offers pupils some good artistic experiences, but fails to ensure that artistic skills are developed step by step. The exception to this is in Years 2 and 5 where teachers have good expertise and are beginning to benefit from the good leadership of the newly appointed co-ordinator.
101. As a result, skills are not learned systematically apart from in Years 2 and 5 where the development is good. Pupils develop drawing, colouring, collage, patterning and modelling skills satisfactorily throughout the school. Years 1 and 2 pupils experiment profitably with charcoal and chalk in readiness for colouring their good observational drawings of canal bridges. Year 3 pupils study the shape of Viking ships and draw them carefully, linking this to their history theme and using a range of collage materials satisfactorily to represent the various features. Similarly, in Year 4, pupils use collage skills to represent rain forests in geography. Year 5 pupils build good skills of patterning by studying William Morris' techniques, which influence their own. They usefully practise colour mixing and merging techniques. They shape clay, thumb and coil pots well and colour and glaze them beautifully. Year 6 pupils use oil pastels to produce satisfactory landscape drawings of the school environment.
102. Pupils have good attitudes to their work and greatly enjoy it. They pay close attention to explanations and follow carefully instructions about such matters as how to make shades of grey on an artist's palette using black and white charcoal and chalk. They handle the colouring materials sensibly. Pupils proudly show their work and admire each other's graciously when designing posters to warn of the dangers of electricity and when experimenting with charcoal and chalk. During lessons, pupils mainly work hard.

103. The quality of teaching is satisfactory. Strengths of teaching include the practice of sharing the learning objectives with pupils at the outset of lessons so that they know immediately what is expected of them. Time is used well both for teachers' inputs and pupils' activities. A good example of this was seen in a Year 2 class when suitable time was afforded for pupils to practise the skill of using charcoal and chalk resulting in good drawings.
104. Learning support assistants and parents are employed well and ensure that pupils' needs are met enabling them to make at least satisfactory and sometimes better progress. Pupils are occupied purposefully and behaviour is mainly good. When this is not the case, it is due to teachers' expectations of pupils' behaviour being insufficiently high. The subject is informed by the newly appointed co-ordinator's good expertise, which is beginning to be shared profitably, guiding teachers in the progression of skills. Technical vocabulary is promoted well but literacy skills are not nourished as fully as they might be through the use of captions on displays: displays do not always effectively promote enquiry and give information. A folder of each pupil's work is built up and tracks progress satisfactorily. Sketchbooks are being introduced which will also serve to track progress.

DESIGN AND TECHNOLOGY

105. During the course of the inspection there were no opportunities to see lessons in design and technology. However, the evidence from displays, photographs and medium term plans confirms that the subject is part of the curriculum in all classes during the year. There was sufficient evidence to confirm attainments are usually average and that progress in making items using technology from year to year is satisfactory. However, in other areas of the subject pupils' progress is unsatisfactory. For example, pupils are not encouraged sufficiently to produce designs of their intended products before they begin making them nor to evaluate what they have made with a view to improving them.
106. The youngest pupils build models with scrap or construction kits, whilst the pupils at the end of Key Stage 1 continue mainly with these activities. Pupils in Key Stage 2 produce a variety of products. Year 3 pupils design and build Viking Ships, Year 4 produce Tudor houses, Egyptian pottery is made by Year 5 pupils, whilst the oldest pupils design and make "props" for the school concert. There was some evaluation of the design, and product, in Year 5. The majority of this work meets national expectations.
107. The resources are stored either in the classrooms or next to the present co-ordinator's room. They are accessible and sufficient to implement the present themes and the school's medium term plans. Teachers include design and technology appropriately in these medium term plans, which are based on a simple thematic plan, and seek to complete designs and models with all pupils. Tools are easily accessible, but there is no specific health and safety policy for their use. Good use is made of parents' skills on occasions. For example, parents support Year 3 pupils well during cooking activities. Models are attractively displayed in some classes.
108. The subject is in need of improvement at the moment. The present co-ordinator is attempting to cover the subject, although he has other major responsibilities. Earlier plans to develop the subject were dropped when the previous head teacher left suddenly. The co-ordinator recognizes the need for an improved structure for design and technology which ensures that pupils have adequate experience in designing and evaluating their products.
109. The present headteacher has added initiatives for this subject to the current School Development Plan since his recent appointment. These initiatives include a new scheme of work structured around a published scheme of work for design and technology, and increased opportunities for the co-ordinator to monitor the subject. It is expected to include some processes for assessment in both designing and making.
110. The last inspection report stated "The development of a scheme of work and formal assessment procedures are needed to ensure that pupils' skills are built up as they move through the school".

Very little progress has been made in this and it still remains part of a key issue at this inspection as it did in the last.

GEOGRAPHY

111. The attainment and progress of pupils at both key stages is satisfactory. All pupils experience a series of geographical activities which are planned within a general topic framework. During the course of the inspection there was evidence of satisfactory progress in pupils' work, in displays and in class lessons overall. For example the pupils at the end of Key Stage 1 made good use of a walk along the canal to look at the immediate area of the village. Pupils enjoyed discussing features shown on the photographs of the route.
112. In the early part of Key Stage 2 pupils had researched information about rainforests on the internet and talked readily about equatorial forests in Brazil. Year 5 pupils were establishing a weather station and were very interested in the process and outcomes. At the end of the key stage pupils were beginning to understand the characteristics of Creech St. Michael, Taunton and Bristol and the reasons for their location. Attainment and progress in learning in all of this work is at least satisfactory.
113. Pupils enjoy geography. They are good listeners, and remain attentive during whole class work. The pupils are confident when giving explanations and display a developing knowledge of geographical terms in their answers. Behaviour is good, although sometimes pupils are a little restless when the lesson is at the end of the school day. They take pride in their written work and try hard to keep their work in the topic books neatly presented.
114. The quality of teaching is sound at Key Stage 1 and good at Key Stage 2. Teachers have a good understanding of the subject, prepare good termly plans, and try to cover the full National Curriculum. They structure lessons well, set clear objectives for learning and use geographical terms effectively. Field trips are relevant to the topic, and a particularly good example is the residential week at Kilve. Time for the subject is limited because of the pressures caused by the introduction of the numeracy hour.
115. There are some sound cross curricular links with history. Increasing use is made of the excellent computer suite to extend geographical knowledge through the Internet.
116. The co-ordinator is new to her post, but she has looked carefully at the subject within the curriculum structure. There is a need for a new scheme of work, an audit and relocation of resource, and improved monitoring of the subject. All of these are in the current School Development Plan.
117. The last inspection confirmed "a major review of geography is planned for next year". It was recommended "this should focus on more rigorous planning for progression". The present initiatives in the school development plan should complete this much-delayed key issue from the last inspection.

HISTORY

118. During the course of the inspection only one lesson was timetabled at Key Stage 1 but three lessons were observed in Key Stage 2. An examination of pupils' previous work, displays, photographs and medium term plans confirmed that history is part of the timetable in all classrooms. The attainments in the subject overall are average at both key stages, and there is evidence of satisfactory planned progression at both key stages.
119. The youngest pupils understand immediate chronology in their lives and will talk of yesterday, or the days of the week. Pupils at the end of the Key Stage 1 discuss photographs of the 1930's, use phrases such as old fashioned, long ago and readily compare "then and now". They were particularly intrigued by the photograph of the school swimming lesson on the local canal

seventy years ago. Pupils in Key Stage 2 explore different topics from the National Curriculum. In year 3 pupils placed the Vikings on a timeline and know of their way of life. Year four pupils again placed the Tudor period on a timeline and wrote about famous people, or kings and queens of that period. By the end of the key stage pupils are completing individual research on "Britain since the 1930's. Good use is made of the local area, or people, as when a great grandmother talked of her childhood to pupils in Key Stage 1. Older pupils visit an Iron Age hill fort, or the Egyptian display at Dorchester museum.

120. Teachers plan their work to cover the National Curriculum within a basic topic plan. This plan is not extensive or detailed. Teachers' medium term plans show a good understanding of the subject. The resultant pupils' work is recorded neatly in topic books and the teachers display examples of this work attractively, adding photographs, posters, models and books for further interest. Pupils enjoy history, particularly their visits to places of interest.
121. The present policy needs updating and the scheme of work is limited. This results in unsatisfactory progress in pupils' learning of history throughout the school.
122. The present headteacher, who has been in post for only a short time, has already added good initiatives for this subject to the current School Development Plan. They now include a new scheme of work, based on the units in history from the Qualifications and Curriculum Authority, and increased opportunities for the co-ordinator to monitor the subject. These initiatives should remedy the weaknesses found in the inspection.
123. In the last inspection report a major review of the subject was planned. It was recommended " This should focus on better planning for progression and for assessment". The school has yet to complete this process, which was part of a key issue at the last inspection.

INFORMATION TECHNOLOGY

124. Levels of attainment in information technology meet national expectations at the end of both key stages.
125. At the end of Key Stage 1 pupils use art programs effectively to produce pictures or patterns. They enter simple text into computers using word processing facilities and store the information. They load information technology programs independently by typing in their name on the computer screen to log into the network. Pupils use a computer mouse effectively to move items across the computer screen. They move items from the story of "Goldilocks and the Three Bears" across the screen to appropriate places and 'pick up' items of clothing to dress a Teddy Bear successfully.
126. Although it was possible to observe only one information technology lesson in Key Stage 2 judgements on the standards of attainment have been made following an interview with a group of Year 6 pupils. Pupils type stories using a word processing program and enter information to draw graphs. They use graphics to illustrate their work and select appropriate items, insert them on a page and change orientation if they so wish. They store sequences of instructions to program the path of small movable vehicles and use 'Logo' to draw geometric shapes. Pupils use information technology to simulate events. For example, they explore events set in Ancient Egypt and find out answers to questions. Pupils successfully connect with the internet and use it to discover information concerned with their work in history or geography. Pupils have not, as yet, used information technology equipment and software to monitor external events such as recording weather conditions over a period of time.
127. Up to now pupils have made satisfactory progress in information technology. Key Stage 2 pupils often do not use information technology to generate their writing. They copy already completed written work on to the computer screen instead of using the technology to reorganise and amend their work as it is composed. Pupils' progress is underpinned by most teachers who have a satisfactory knowledge of information technology in order to teach and support pupils in

their work. However, with the recent introduction of a networked computer suite within the school which contains seventeen computers, progress is likely to be much improved in the future. The enthusiastic teaching of information technology by the recently appointed head teacher is already having a positive impact on pupils' progress and standards.

128. Pupils respond very positively to information technology lessons. They become quickly absorbed in their work and at times become excited and very enthusiastic about gaining success. They concentrate very well and thoroughly enjoy using computers. They enjoy very much becoming independent in their use of information technology. They listen very carefully to instructions and explanations given by the teacher and are eager to succeed. They have very good relationships with each other and often help each other when difficulties arise.
129. The head teacher led all lessons observed during the inspection. The quality of his teaching during the inspection was consistently very good. The head teacher was introducing the new computer suite to pupils from different classes and embarked upon a programme of teaching designed to familiarise pupils with a number of facilities including the Internet and other aspects of computer technology. The activities chosen matched the needs of the pupils and enabled them to make very good progress during the lesson. His outstanding knowledge of the subject enabled him to support pupils very well in their learning. Management of pupils' behaviour is exemplary. He modulates his voice effectively to maintain pupils' interest and this has a very good impact on their progress. There is very good liaison between the head teacher, who is leading the lesson, and the class teacher who is also there to support pupils. Pupils are assessed continually throughout the lesson by observing and questioning. Immediate action is taken if pupils need advice or help and this has a very good effect on their progress in the lesson. Pupils are encouraged to become independent in their use of information technology as quickly as possible and teachers never do anything for pupils that they can do for themselves. This hastens the process of becoming independent and also enables more rapid progress.
130. Information technology is beginning to be used more frequently in subjects across the curriculum. For example, Year 6 pupils recorded the results of their investigation on the habitat preferences of wood lice and entered these into computers for data analysis and to produce graphs to illustrate their findings. Pupils use word processing to write stories and factual information. Key Stage 2 pupils use the Internet to research information on rain forests to link with the geography theme they are currently studying. Year 2 pupils use information technology to learn new phonic skills in reading and such experience have a positive effect on their progress.

MUSIC

131. At the end of Key Stage 1 pupils attain standards in music are above those expected for pupils of this age and at the end of Key Stage 2 they also attain standards above those expected. These inspection findings indicate that the school has maintained standards in music since the previous inspection. A significant factor has been the good leadership and expertise of the subject co-ordinator. This has ensured that pupils are involved in a good range of appropriate, musical experiences. As a result, they are developing singing skills well through a growing repertoire of motivating songs. Key Stage 1 pupils show skills in singing sweetly, in unison and from memory. They develop skills of pitch and rhythm by singing such songs as 'Who Put the Colours in the Rainbow'. They name a good selection of instruments accurately and explore and describe noises they make. Year 3 pupils successfully write and sing lyrics to describe a Viking raid on London Bridge. By the end of Key Stage 2, pupils develop their singing skills to a high level and sing confidently in school productions such as The Christmas Festival and The Pepys' Show. They create, practise and perform rhythms in response to the beat of a drum, paying close attention to timbre and volume and responding well to their conductor. Listening skills are developing well through a selection of experiences provided at such times as assemblies, when pupils listen to musical pieces such as Saint Seans' Carnival of the Animals. Assemblies also provide regular and frequent opportunities for Key Stage 2 pupils to play the recorders: they confidently accompany the singing.

132. Pupils make good progress at both key stages across a good range of skills. This is so in singing. They show their skills as they sing together at assemblies and extra curricular clubs. Regular singing practice is guided competently, as a result of which pupils sing well and develop the ability to listen and take account of other performers. Good progress is also made in effectively using a wide range of percussion instruments for a variety of purposes. The curriculum is enhanced for many pupils by tuition in playing a musical instrument. These pupils perform capably to various audiences when they play a variety of instruments. Additionally, pupils' musical skills are encouraged and fostered purposefully, when they perform in productions such as The Pepys' Show. The varied musical experiences pupils engage in and the effort they exert as they strive together to attain successful outcomes, contribute well to their cultural development.
133. Pupils' have good attitudes towards the subject, due mainly to the work being enjoyable and challenging. They participate enthusiastically in the activities and relate well to each other and to their teachers. They react well to instructions and the majority of pupils persevere with their work for example when responding rhythmically to a drum beat using a variety of percussion instruments, when composing lyrics to London Bridge is Falling down and when exploring the sounds percussion instruments make. Throughout the school behaviour is mainly good. When pupils' self control skills lapse, this is directly due to the class teacher having insufficiently high expectations of behaviour. Pupils show obvious enjoyment in their music making.
134. The quality of teaching is good and sometimes very good and contributes significantly to pupils' good attitudes to their work and to the good progress that they make. Successful teaching is characterised by teachers having good subject knowledge and high expectations of what pupils should learn. A good range of resources is used both for teaching purposes and to support activities. A very good example of this was the Year 3 teacher's use of drawing skills to demonstrate the story of the Viking attack on London Bridge to stimulate the task of lyric writing: pupils were rapt in interest. Lesson introductions and endings are used well to reinforce the learning focus. Teachers are particularly strong in using strategies, which provide maximum pupil involvement in activities.

PHYSICAL EDUCATION

135. Standards of attainment in physical education meet national expectations at the end of both key stages. Progress in learning is satisfactory throughout the school.
136. Key Stage 1 pupils develop a satisfactory sense of balance through a series of planned activities involving rolling and twisting. They learn to sequence different movements together on the safety mats such as rolling and sliding and then transfer what they have learned on to the large gymnastic apparatus. All pupils are able to balance successfully and move along a gymnastics bench as part of their sequences. Some pupils provide a good finish to their sequences by stretching out their arms sideways with fingers pointed. Higher attaining pupils are able to perform neat forward rolls on safety mats. This demonstrates a neat ending to the movements and also shows they have taken notice of what the teacher has recommended. The pupils learn to be independent during physical education lessons. For example, they carry large items of gymnastic equipment in groups to share the load and place these items where the teacher wants them.
137. Key Stage 2 pupils compose and control their movements competently to illustrate pieces of music. They move at different levels and in different directions. They move expressively with flowing movements of arms to portray motion under the sea and vary the shapes they make with their bodies and their speed of movement. It was not possible to observe the Year 5 swimming lesson during the inspection but following a discussion with the physical education co-ordinator the school meets national expectations. Most pupils swim unaided, competently and safely, for at least 25 metres. Their progress in swimming has been good and results from specialist swimming tuition at a local pool.

138. Pupils respond very positively to physical education lessons. They enjoy the activities and work very well in pairs or in small groups. For example, pupils worked with student teachers to develop a short expressive dance to portray underwater fish. They worked co-operatively and collaboratively to produce very acceptable movement sequences and took great pride in their work. Most pupils listen very carefully but a small number of Key Stage 1 pupils in one of the classes find it difficult to concentrate for more than a short period of time. They become disruptive to the rest of the class when they behave unacceptably whilst the teacher is giving instructions.
139. The quality of teaching is satisfactory in both key stages. Lessons begin with a warm-up session which results in increasing the pupils' heartbeat and breath rate appropriately. This sets the tone for the lessons but occasionally the pace of the lesson does not remain fast enough for the pupils to derive sufficient physical benefit. Teachers use resources for learning well. Key Stage 1 teachers use a variety of physical education equipment to enable pupils to develop skills of travelling using hands and feet together with those of jumping, climbing and swinging. Key Stage 2 teachers use recorded music effectively to stimulate pupils' minds into linking music with movement. Their management of the pupils' behaviour is generally good but some teachers have difficulty in ensuring that all pupils listen to instructions. Teachers pay careful attention to the pupils' safety during physical education lessons. For example, they ensure that all pupils in the class know how to perform a forward roll safely with no pressure on the neck.
140. There is no scheme of work on which teachers can base their planning but there is a long-term plan that indicates which area of the physical education curriculum will be taught during each half-term period. The lack of whole-school medium-term plans does not promote progress in pupils' learning since teachers are not aware of the activities that pupils in different year groups have undertaken. The school's physical education resources are good. There is a good range of gymnastic apparatus and a wide variety of games and athletic resources for pupils to use. These include rubber discuses and javelins and a good range of games equipment. The school participates appropriately in competitive sporting events such as football, netball, athletics and swimming galas.

RELIGIOUS EDUCATION

141. Standards of attainment are consistent with the levels recommended in the Locally Agreed Syllabus at Key Stages 1 and 2 showing that the school has on the whole been successful in maintaining standards since the previous inspection. By the end of Key Stages 1 and 2 pupils have satisfactory knowledge of stories from both the Old and New Testaments of the Bible and appropriate knowledge of other major world faiths. Year 2 pupils describe the stories of Noah's Ark and the Loaves and the Fishes well. Pupils of Year 4 explore profitably meanings conveyed by the stories of The Good Samaritan and Adam and Eve. They understand from the latter that life is not as pleasant after doing wrong. By the end of Key Stage 2, pupils track the story of Moses' life and recall significant happenings such as receiving the Ten Commandments from God. They know the two greatest. At the end of Key Stage 1 pupils relate stories associated with festivals of Christmas and Easter. They benefit from the good opportunities provided for them to visit the church and take part in services. They are also aware of the customs of the Hindu faith in celebrating the Festival of Light. Pupils of Year 3 carry on this study and look closely at Hindu customs, practices and beliefs. By the end of Key Stage 2 pupils have a sound awareness of places of worship associated with several world faiths such as the church, synagogue and mosque and enjoy the challenge of identifying similarities and differences among them.
142. Progress overall is satisfactory at both Key Stages 1 and 2. The provision made at assemblies has a positive effect on learning. For example, the systematic exploration of the meaning of the Lord's Prayer contributes well to pupils' understanding. During lessons, progress is mainly satisfactory. Over time, pupils of both Key Stages 1 and 2 make satisfactory progress in gaining knowledge and understanding in the required aspects of religious education. This includes pupils with special educational needs, who make satisfactory progress with the support of their

teachers and classroom assistants. Class lessons and school assemblies together, make a good contribution to pupils' spiritual, moral, social and cultural development.

143. Pupils' response to religious education at Key Stages 1 and 2 is satisfactory. They are interested in the subject and take a pride in presenting their written work neatly: they add interest by using careful illustrations. Pupils of all ages and ability groups have a respectful attitude to views and beliefs, which differ from their own. This is nurtured effectively in class discussions and at assemblies when a wide selection of issues is explored. In most classes, pupils work noisily when engaging in tasks. This has the negative effect of reducing concentration and detracting from learning.
144. The quality of teaching overall is satisfactory. Strengths of teaching include good lesson introductions and endings when the learning focus is reinforced. Here teachers demonstrate good subject knowledge by their well-informed explanations. Another strength is in planning. The learning focus of lessons takes good account of the Locally Agreed Syllabus. Resources are used well. A particularly good example was that of the Hindu Shrine, which motivated pupils and held their interest. Good story telling techniques are used well to impart knowledge. A number of features detract from the overall quality of teaching. These include expectations being too high of younger pupils to compare, in detail, differences between Christian and Hindu customs. As well as that, unclear learning objectives cause confusion about the source of stories: Bible or otherwise. Additionally, an imbalance of a lengthy teacher input and short pupil activity hinders understanding of Florence Nightingale's values and commitments. Much work has been done to formulate a developmental scheme of work and this effectively guides planning. However, it gives insufficient information to direct teachers on the provision of assessment opportunities.