

INSPECTION REPORT

Priddy Primary School

Wells

LEA area: Somerset

Unique Reference Number: 123658

Headteacher: Mrs G Harris

Reporting inspector: Mr B P Allsop

Dates of inspection: 20th – 22nd September 1999

Under OFSTED contract number: 707747

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Priddy Wells Somerset BA5 3BE
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Peacock
Date of previous inspection:	March 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr B P Allsop Registered Inspector	English Mathematics History Music Physical education Religious education Provision for the under-fives	Attainment and progress Teaching Curriculum and assessment Leadership and management The efficiency of the school
Mr D Herridge Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Equality of opportunity
Mrs L Lindsay-Clift	Science Information technology Design and technology Geography Art	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Special educational needs

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What the school does well

- The pupils attain above average in science by the time they leave the school.
- The teaching is good in seven out of ten lessons.
- The pupils' behaviour, attitudes and personal development are good.
- The school is successful in promoting good attendance.
- The school is effective in involving the parents in the pupils' learning through reading and other homework.
- There are strong links with the school's community.
- The pupils' moral, social and cultural development is good.
- Relationships in the school are good.
- The teaching and standards of swimming are good throughout the school.

§ Where the school has weaknesses

- At both key stages the pupils do not make sufficient progress and reach an appropriate standard in information technology. Important elements of the curriculum are not given enough attention; controlling equipment, measuring and monitoring light, sound and temperature.
- The pupils at both key stages, but particularly at Key Stage 2, do not make sufficient progress in producing extended well-crafted pieces of writing.
- Information about the pupils' standards and progress in English, mathematics, science, religious education and information technology is not kept regularly and consistently.
- The time allocated to, and the management of, the Individual Education Plans for pupils with special educational needs is inadequate.
- The information provided for the parents both in the school brochure and the governors' annual report does not fully meet with legal requirements.

The school's weaknesses are outweighed by what the school does well but they will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school

" How the school has improved since the last inspection

The school has overcome many of the weaknesses pointed out in the last inspection in 1996 and as a result has improved. The aims and values of the school are now well implemented and the quality of relationships within the school and with its community are now very good. Most significantly the quality of teaching for the pupils at Key Stage 2 is much improved. The previous high proportion of unsatisfactory teaching has been eliminated. The majority of teachers have arrived at the school within the last two years. The newly appointed teacher at Key Stage 2 ensures the behaviour of the pupils is now good. The previously unsatisfactory teaching and standards in science have been improved and standards at Key Stage 2 are now above average. The use of staff time is much more cost effective apart from that allocated to the management of the special educational needs systems and procedures. There is insufficient time available to the management of the arrangements and irregular up-dating of records. The school is in a strong position to continue to improve.

" **Standards in subjects**

This table shows the standards achieved by 11-year-olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	"	Key
English			<i>well above average</i>	A
Mathematics			<i>above average</i>	B
Science			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

These standards are however, omitted because the number of pupils who took the tests was below 10 and comparisons would therefore be unreliable.

The standards by the time the pupils leave the school are above average in science and also in swimming in physical education. Standards in mathematics and English are average, however, the pupils do not make sufficient progress in producing longer pieces of drafted and re-drafted writing. Standards in religious education meet with the expectations of the Locally Agreed Syllabus. The standards are similar to those expected for pupils of their age in all other subjects of the National Curriculum apart from information technology (IT). In IT the pupils do not make sufficient progress across all the strands of work. They do not experience the full width of the required curriculum especially controlling items of equipment such as a floor robot or measuring and monitoring light, sound and temperature.

By the end of Key Stage 1 the pupils' standards are average in English, mathematics and science. Their attainment is similar to that for pupils of their age in most other subjects apart from information technology where standards are below those normally expected. Standards are, however, high in swimming in physical education.

" **Quality of teaching**

"	Teaching in	Under 5	5 – 7 years	7 – 11 years
	English	Satisfactory	Satisfactory	Good
	Mathematics	Satisfactory	Satisfactory	Good
	Science		Satisfactory	Good
	Information technology		Unsatisfactory	Unsatisfactory
	Religious education		Satisfactory	Satisfactory
	Other subjects	Satisfactory	Satisfactory	Good

Teaching seen during the inspection was satisfactory or better in 100% of the lessons.

In 8% of the lessons the teaching was very good or better. The teachers plan their work well, have clear objectives and match tasks effectively to the needs of the wide range of pupils in the two classes. The relationships with the pupils are very good. The proportion of good teaching at Key Stage 2 has a positive effect upon standards and progress. The brisk pace, enthusiasm and wide subject knowledge of the teacher promotes this good progress. At both key stages the teaching of information technology (IT) seen during the inspection was satisfactory. The evidence shows, however, that over time the teachers do not teach the full requirements of the IT curriculum and is overall, therefore, unsatisfactory. The

teaching of swimming, games and gymnastics is good throughout the school and promotes good progress in swimming across the school. The use of assessment records to show progress and attainment in the core subjects is a weakness in teaching. There is a growing, but still limited, number of records kept for English mathematics and science but currently nothing for information technology or religious education.

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

" **Other aspects of the school**

Aspect	Comment
Behaviour	Good throughout the school.
Attendance	Good; above the national average.
Ethos*	Good; pupils work hard; form good relationships with each other and staff and make the most of school life. There is a growing commitment to high standards in the school.
Leadership and management	Overall good; the headteacher provides good direction for school development; governors are fully involved in the life of the school. Governors and the headteacher need to do more to formally monitor standards, progress and teaching.
Curriculum	Sound; effective curriculum for the under-fives, overall curriculum planning is thorough but the information technology curriculum is not fully covered; the schemes of work are growing in number as national and school-based initiatives are adopted; a good range of out of school clubs for such a small school.
Special educational needs	Sound provision; the pupils are given close attention and support in the two very small classes. All pupils with special educational needs are successfully integrated into the full life of the school. The time allocated to; the frequency of updating; and overall management of the pupils' Individual Education Plans is, however, unsatisfactory.
Spiritual, moral, social & cultural development	Good overall; moral, cultural and social development are good; spiritual development is sound.
Staffing, resources and accommodation	Satisfactory overall; limited accommodation which effects the range and quality of active and practical work done by the pupils who are under five. There is no school hall but good use made of other local facilities, adequate resources except for aspects of IT. The school is well staffed with a very good pupil to teacher ratio of 14 to 1.
Value for money	Satisfactory

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

" **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> ▪ They feel the school keeps them well informed of their children's progress. ▪ That their children enjoy attending the school. ▪ That they can play an active part in the life of the school. ▪ That the school gives them a clear understanding of what is taught. ▪ They feel they can readily approach the school with questions or problems. ▪ That the school enables the children to achieve a good standard of work. 	Nothing.

The inspectors support all of the parents' views about the school. It is an open and welcoming school in which the pupils enjoy the lessons and out of school activities.

§ **KEY ISSUES FOR ACTION**

Raise the standards in information technology at both key stages by:

- i. implementing the comprehensive scheme of work to cover the full National Curriculum requirements; *(Paragraphs: 3, 4, 9, 30, 97, 98)*
- ii. giving staff training in the use of IT equipment particularly the control of floor robots, screen turtles and in monitoring and measuring temperature, sound and light; *(Paragraphs: 97, 98, 99)*
- iii. increasing the amount of IT equipment to meet the demands of the curriculum; *(Paragraphs: 80, 102)*
- iv. establishing a record of pupils' progress and attainment in IT. *(Paragraph: 34)*

Continue to improve the standards in writing particularly at Key Stage 2 by:

- v. ensuring regular practice in drafting and re- drafting work to improve the quality of the final piece; *(Paragraphs: 6, 76)*
- vi. the co-ordinator gathering evidence and reporting to staff and governors about the quality of writing. *(Paragraph: 80)*

Improve the quality and quantity of assessment information by:

- vii. providing staff training in the collection of assessment information;
- viii. adopting a school policy; *(Paragraphs: 34, 42, 78)*
- ix. monitoring planning and teaching to check that assessment information is regularly gathered and recorded; *(Paragraphs: 34, 48, 101, 109)*
- x. establishing consistent records of progress and attainment maintained in the core subjects. *(Paragraphs: 34, 42, 88, 96)*

Improve the management of the special educational needs system within the school by:

- XI. allocating more time to the role;
- XII. ensuring the Individual Education Plans are relevant and all staff are frequently briefed about the pupils' progress. (*Paragraphs: 42, 56, 62*)

Ensure that the school brochure and the governors' report to parents contains the required information about the pupils' absences.

In addition to the key issues above the following less important weaknesses should be considered for inclusion in the action plan:

- XIII. to increase the degree of formal monitoring of the quality of teaching and implement the appraisal system. (*Paragraphs: 48, 58*)
- XIV. to continue to improve the school development plan to show more precise and detailed costs. (*Paragraph: 52*)

§

§ **INTRODUCTION**

§ **Characteristics of the school**

1. The school serves the widespread village of Priddy high up in the Mendip Hills. The school is in a very rural area and about a third of the pupils arrive by a mini-bus. The catchment area is very mixed with pupils coming from local farms and houses many of which are privately owned. The school has 30 pupils of whom five were under five at the time of the inspection. The pupils' attainment on entry is broadly average but with such small numbers varies considerably each year. The admissions policy is for once a year entry for under-fives in September. The pupils under five attend part-time for the first few weeks of the autumn term. None of the pupils on the school are eligible for free school meals. This is well below average. There are no pupils from homes where English is an additional language. There are seven pupils who have been identified on the Code of Practice as having special educational needs but no pupils have a statement of special educational needs.

1. **AIMS OF THE SCHOOL**

- to provide pupils with a happy, caring and stimulating learning environment in which the children feel valued;
- to enable the children to enjoy learning;
- to develop to their full potential;
- to provide a broad based curriculum;
- to foster links with the community;
- to encourage respect and sensitivity towards religious and moral values;

- to develop spiritual awareness;
- to help children to become thoughtful, responsible and independent.

§ **PRIORITIES OF THE SCHOOL DEVELOPMENT PLAN**

- to implement the National Literacy Strategy;
- to train and prepare for the Numeracy Strategy;
- to develop the design and technology curriculum;
- to develop the religious education curriculum and draw up a programme for the Act of Collective Worship;
- to develop the teaching and resources for science;
- to develop a consistent standard of assessment and record keeping;
- to develop the early years policy;
- to increase the monitoring of the school;
- to implement the National Grid for Learning programme and associated staff training together with adoption of a national information communication technology scheme of work.

§ **Key indicators**

§ **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	5.0
	National	5.7
Unauthorised Absence	School	0.0
	National	0.5

§ **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

		Number
Fixed period		0
Permanent		0

§ **Quality of teaching**

Percentage of teaching observed which is:

		%
Very good or better		8
Satisfactory or better		100
Less than satisfactory		0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1. At the end of Key Stage 2** the numbers taking the 1998 National Curriculum tests were very small and therefore, comparison with all other school and other similar schools, is not statistically reliable. The findings from the inspection show that attainment is average in English, mathematics and above average in science. The pupils make good progress in science and this is a significant improvement since the last inspection where attainment was below average. The pupils make, overall sound progress in English and mathematics. However, progress and attainment in some elements of writing, as identified in the last inspection, remains unsatisfactory.
- Standards of attainment are similar to those pupils of their age in design and technology, history, geography music and art. Standards are also overall average in physical education (PE), although standards in swimming are high. Standards meet with the expectations of the Locally Agreed Syllabus in religious education and the pupils make sound progress. Standards in information technology (IT) are below those normally expected for pupils at the end of Key Stage 2. The pupils make insufficient progress across some the required elements of the curriculum in particular control, monitoring and measuring.
- 3. At the end of Key Stage 1** in the 1998 National Curriculum tests and tasks the number of pupils taking the tests was only two. Any statistical comparison with other schools would not be secure. The findings from the inspection show, however, that standards of attainment in English, mathematics and science are average. The pupils make sound progress in these subjects. The pupils also make sound progress in history, geography, music, art, physical education and design and technology and standards are similar to those expected for pupils of their age. Standards in swimming for these pupils are also high. Standards meet with the expectations of the Locally Agreed Syllabus in religious education by the end of the key stage, and the pupils make sound progress. In information technology the pupils do not make sufficient progress across the width of the curriculum and standards do not meet expectations by the end of the key stage.
- At the time of the inspection the children under five had been in school part-time for two weeks. The baseline assessment system shows, over recent years, that the pupils have broadly average attainment on entry to the school. The children have settled quickly and confidently into the school routines and make good progress in their personal and social education. They make sound progress in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. They are beginning to read and write and know their numbers up to 10. They use small tools, paper paint and pencils confidently and enjoy enacting role-play of going to see the doctor in hospital. They move with dexterity and confidence in physical education and quickly change ready for gymnastics. The vast majority are in line to attain all of the Desirable Learning Outcomes **by the time they reach the age of five.**
- Within **English** the pupils' speaking and listening skills are average overall at both key stages. They generally speak confidently and articulate clearly. They use appropriate language in the different areas of the curriculum to discuss work, express feelings and explain ideas. The National Literacy Strategy provides good

opportunities for oracy work. The pupils at Key Stage 2, whilst very competently explaining their ideas or evaluating each other's work in small groups, are much more reticent to speak to the whole class or a whole school gathering. The vast majority of pupils listen carefully to the teachers and to each other. Attainment in reading is average at Key Stage 1. The pupils gain skills and confidence to tackle reading independently. They make sufficient progress in developing a range of strategies to tackle unfamiliar words. They show confidence in using phonics or the context of the word. At Key Stage 2 the pupils sustain periods of independent reading and use a wider range of methods to establish the meaning of new words. They make sound progress and most read a range of texts with fluency and expression. Writing at Key Stage 1 is average, the pupils develop independent strategies for spelling words and develop a range of types of writing. By the end of Key Stage 2 they produce grammatically correct letters, accounts of visits and short factual accounts. They are less skilled and experienced in writing longer, imaginative pieces which have been drafted and then thoughtfully corrected and refined. They put their skills in literacy to good use in a wide variety of other subjects, history, geography, religious education and science. Work is generally well presented by the end of Key Stage 2 but handwriting skills are not fully developed by the end of Key Stage 1.

6. In **mathematics** the pupils' attainment is average at the end of Key Stage 1. They can calculate in tens and units and understand place value and benefit from practical shopping weighing and measuring. They show competence across the width of the mathematics curriculum. By the end of Key Stage 2 the pupils have made sound progress and attain average levels. They work with confidence and understanding in number; change fractions to percentages; competently plot co-ordinates and produce a variety of graphs to illustrate their work. The regular practice and short sharp mental arithmetic sessions help the good progress. These good numeracy skills are at times fully exploited in other subjects such as science and design and technology. The pupils are appropriately challenged to seek solutions and explain strategies to solve problems. In this subject there is evidence that standards and progress in Key Stage 2 have improved since the beginning of the year.
7. In **science** the pupils' attainment is average by the end of Key Stage 1. They make sound progress over the key stage. By the end of Key Stage 1 they can; carry out very simple tests; observe; record results and come to conclusions. They know about the life cycle of a mini-beast and understand the effects of forces. By the end of Key Stage 2 the pupils have made good progress and standards are above average. They carefully investigate to find answers to the questions they generate. They plan, predict, ensure fair testing and draw appropriate conclusions. However they do not make good use of information technology to collect and store information.
8. Throughout the school attainment is below expectations in information technology, despite a few pupils, at times, exhibiting good skills in using a word-processing program. There is, overall, a lack of width of experience in the subject. The pupils do not develop sufficient skills in controlling a floor robot or screen turtle at Key Stage 1. They do not experience monitoring or measuring light, sound or temperature using information technology equipment at Key Stage 2.
9. In the other subjects, there are strengths in attainment and progress in swimming in physical education. The well organised, strong teaching, which is supported by the staff from the local leisure centre, promotes high standards. Progress in design and technology is good at both key stages. They successfully design and make using a wide variety of materials.
10. Throughout the school the pupils with special educational needs make sound progress in relation to their identified targets. They make steady progress within the

class or at times when they go out for brief additional support.

11. **Attitudes, behaviour and personal development**

11. The pupils' attitudes are good and this has a positive impact on their learning. In almost all lessons they show interest in their work and concentrate well on tasks; they eagerly respond to teachers' questions and confidently offer their own ideas. They are particularly enthusiastic about investigative work in science and practical activities in other subjects such as design and technology, and art. The pupils who are under five are well behaved; confident; persevere and concentrate well. They readily help each other and take care with equipment.
12. The pupils' behaviour in classrooms and around the school is good. There is no evidence of the poor behaviour commented on in the last inspection. Pupils know the school's routines and rules and follow them well. In the vast majority of lessons, pupils behave responsibly and work well individually and in small groups. In a small minority of lessons at Key Stage 1, however, there is some restlessness and lack of concentration when the pace of work is slow and tasks are not sufficiently challenging. Pupils play harmoniously together out of doors. They are polite to each other and to adults. They are respectful towards property; the school site is tidy and learning resources are in good condition. There have been no exclusions during the last year.
13. Relationships within the school are good and there is a friendly atmosphere. Pupils respond willingly to instructions and co-operate well with adults. They collaborate well on shared tasks, for example, two Key Stage 1 pupils worked well together sequencing shared reading sentences; and four Year 3 and 4 pupils, designing and creating a picture after the style of Hundertwasser. Pupils show respect for each others' suggestions and ideas, and sometimes effectively evaluate each others' work.
14. Pupils readily discuss and review class rules at the beginning of each year. Older pupils willingly look after younger ones in lessons, in the playground and during after school club activities. They willingly take responsibility for independent learning, working conscientiously at tasks, at times without direct adult supervision.

15. **Attendance**

15. The level of pupils' attendance is good. The punctual arrival of pupils in classes enables teachers to complete registration at the appropriate time and allows for a prompt start to lessons. The regular and punctual attendance of the pupils has a positive effect on their education.

16. **QUALITY OF EDUCATION PROVIDED**

16. **Teaching**

16. The overall quality of teaching is good. It is good or better in nearly seven out of ten of the lessons. It is very good in approximately one in ten lessons. There was no unsatisfactory teaching seen. This is a considerable improvement since the last inspection where a significant proportion of the teaching was unsatisfactory at Key Stage 2. Most of the teaching is now good at Key Stage 2. The skills and enthusiasm of the recently appointed teacher are now beginning to have a positive effect on the

pupils' standards and progress.

17. The subjects in which good teaching is found include physical education throughout the school. A lot of time is given to teaching swimming, games skills and gymnastics. The teachers take all the pupils to the sport's centre in Wells each week. The teaching in mathematics and science is good. Here the good planning and well matched work, and in particular the enthusiasm of the teacher at Key Stage 2, encourages good progress. The teaching of English is sound overall. The teaching of reading is sound throughout the school. However, there is a lack of time and attention given to the pupils producing, longer well-crafted pieces of writing.
18. Overall the teaching of religious education, art, music, design and technology, history and geography is sound across both key stages. Teaching in art, geography, physical education and history at Key Stage 2 is good and at times very good. Here stimulating; well matched tasks are set, backed by well produced resources. The teacher's knowledge and enthusiasm effectively motivates the pupils to become thoroughly involved in the work. Throughout the school the teaching of information technology is unsatisfactory. Apart from the teaching of communication skills, such as word processing other required strands of the curriculum are not adequately covered. The teaching of physical education is good at both key stages and has a very positive effect on progress in swimming.
19. There are considerable strengths in the teaching. The teachers overall have at least sound subject knowledge and understanding of many subjects taught apart from information technology. Work is often well matched to the pupils' needs and the higher attaining pupils are, at times, very appropriately challenged with tasks which involve them in applying their knowledge to new problems. The pupils with special educational needs are given good support in the class by well briefed classroom assistants.
20. The teaching of the pupils under five is sound. These pupils are successfully integrated into whole class lessons or, at times, given appropriately matched work. The relationships with the pupils are good. Good use is made of the classroom assistants and parents to manage a variety of practical activity.
21. Overall class control is good and good quality resources gathered to interest and motivate the pupils. The lessons at Key Stage 2 progress at a brisk pace. Teachers at both key stages have clear learning objectives and carefully plan stimulating activities from detailed long-term planning. Activities and explanations are interspersed with good questioning by the teachers. The pupils throughout the school are expected to show responsibility and independence as the teachers have to work with up to four different age groups in the one class. Expectations are generally high for the quality and quantity of work to be done.
22. Throughout the school the relationships with the pupils and the management of behaviour are both generally good. The very small size of the two classes enables the staff to give very individual praise, encouragement and help to the pupils. They know the pupils very well and use day-to-day assessment information successfully to plan work for individuals and groups.
23. The teachers gather limited assessment data for English, science and mathematics and none for the other subjects. Good reading and phonic skills records are however, kept at Key Stage 1. Effective use is made of a reading diary to link home and school. Homework is set to good effect, mainly in literacy and number, but also at times in wider aspects of the curriculum. The regularity of the reading homework is much appreciated by parents.

24. The weaker elements of the teaching include the lack of expertise and confidence in teaching and using information technology across the full width of the curriculum. A particular weakness is the lack of use of the computers for monitoring and measuring light, sound and temperature at Key Stage 2 and in controlling a floor robot at Key Stage 1. The teaching of writing, particularly at Key Stage 2, fails to give sufficient attention to developing the pupils skills in drafting and re-drafting their work to improve it.
25. Examples of good teaching were seen in all lessons at Key Stage 2. In a history lesson the pupils were expected to study information about life in the Roman army and produce a diary, a letter home to Rome and identify a soldier's equipment and compare it to those of a Celt. High expectations were set for behaviour and the quality and quantity of work to be done. Good humour was mixed with encouragement and praise to motivate the class. In an art lesson pupils were introduced to the work of an Austrian artist through well-produced computer scanned copies of his work. The enthusiasm and good subject knowledge of the teacher inspired the pupils to discuss their interpretations of the work.
26. The pupils with special educational needs are offered work often well matched to their needs and they are sensitively supported by teachers and classroom assistants; they know them very well. All pupils are provided with good opportunities to have equal access to all the curriculum areas on offer. The Individual Education Plans are however, irregularly reviewed and completed. The targets set soon become inappropriate.
27. The quality of teaching has improved significantly since the last inspection. There is clear evidence that the greater proportion of good teaching in the school is having a positive influence on behaviour, standards and progress. The teaching of literacy in the school is sound overall. The teaching of numeracy is good overall. The training and materials for the National Numeracy Strategy have had a positive influence on the quality of teaching.

28.

The curriculum and assessment

28. The curriculum is overall broad and balanced and caters well for the pupils' intellectual, spiritual and physical development.
29. The curriculum across the school meets the statutory requirements of the National Curriculum apart from elements of information technology. The curriculum successfully provides for religious education in line with the Locally Agreed Syllabus including the study of major world religions other than Christianity. Appropriate provision for the pupils' personal and social development is made through specific lessons on such topics as 'Ourselves'; through class discussions when social and moral aspects of school and wider life are discussed; through assemblies and in the daily routines of the school. The school makes a clear statement within the prospectus that sex education is seen as part of personal, social and health education. A draft governors' policy is in place.
30. The curriculum for the pupils under five is sound and covers all areas of learning for children of this age. It is well planned and carefully matched the pupils' needs. The curriculum provision for the pupils who have special educational needs is effectively planned by the class teachers. However, the Individual Education Plans (IEP's) are not always up-to-date and relevant as they are not reviewed at sufficiently frequent intervals. The good individual support offered in the two very small classes enables all pupils to fully participate in the curriculum.

31. Curriculum planning is good. It has improved since the last inspection with a good long-term programme and the adoption of nationally or locally produced schemes of work. This planning effectively ensures that pupils do not repeat learning experiences in the two classes, in each of which they remain for the whole of a key stage. The teachers' medium- and short-term planning is effective in showing detailed curriculum content. The planning for the National Literacy and National Numeracy Strategies and for religious education is very detailed. There are sound policies in place for each of the curriculum areas.
32. The school makes good use of its immediate environment and community to enrich the curriculum. Educational visits are made, some of them residential and visitors are invited to the school. An artist has recently worked with the pupils to carve some simple seats in local stone. For such a small school there is a good sound range of extra-curricular activities. The school gets fully involved in competitive sports.
33. Formal assessment and recording of the pupils' progress is a weakness in the school. The school recognises this and has put in place some very recent improvements. Careful assessment is made of pupils' capabilities when they first enter the school. The results of the Baseline Assessment are carefully used to plan appropriate work for individuals. At Key Stages 1 and 2 the teachers effectively assess a piece of work in English and mathematics and this evidence is placed in the pupils' records. A very recent sheet has been introduced to record the pupils' National Curriculum levels each year in English, mathematics and science. These records give no information about the strands of each of those curriculum areas. There are no records in information technology and religious education. A pupil portfolio has recently been started into which pupils decide which pieces of work are pasted.
34. A detailed reading diary is maintained for all pupils and provides a good link between home and school. For other areas of work the teachers keep a variety of records including detailed general notes some of which are more comprehensive than others.
35. **Pupils' spiritual, moral, social and cultural development**
35. Overall, the provision for pupils' spiritual, moral, social and cultural development is good.
36. The quality of experience provided by assemblies is at least sound and sometimes good. The published rolling programme of assembly themes indicates that good opportunities are provided to promote these aspects of pupils' development. During the week of the inspection, assemblies made a contribution to spiritual development by giving time for quiet reflection or prayer; to moral development by discussions about telling lies and boasting; and to social development by pupils listening and showing interest in others ideas, and by a sharing assembly. Multicultural development is successfully promoted by reading and discussing stories from other cultures.
37. Overall the provision for spiritual development is sound. Aspects of teaching of religious education make a significant contribution through such topics as 'Our Beautiful World'. The curriculum for personal and social education at both key stages gives pupils good opportunities to express their feelings and reflect on emotions. Opportunities are missed however to promote spiritual activities, through, for example art, music and literature.
38. The provision for moral development is good and evident in many aspects of school

life. Mutual respect and fair treatment are promoted by: the whole school ethos; the behaviour policy; the code of conduct for each class; and the home-school agreement. The pupils have a strong sense of care for the environment and for living things. Key Stage 1 pupils know about the safe use of drugs and medicines. In history pupils discuss moral issues, such as Victorian attitudes to child labour and poverty.

39. The opportunities provided for the social development of pupils are good. Older children help and look after younger ones in classrooms and in the playground. Pupils cooperate well on shared tasks. Great efforts are made to be involved with other schools, for example through 'able pupil' workshops and sports teams. The school actively takes part in village events, such as the harvest festival and local folk fair. At Christmas they either present a concert in the church or a play in the village hall; they also present a summer concert. These events are popular with parents and the community and well attended. A good variety of extra-curricular activities are offered, with good pupil take up. The various trips and residential visits organised provide very good opportunities for pupils' social development.
40. The school's provision for pupils' cultural development is good. The study of our own culture is promoted by visits to museums and other places of historical interest. Pupils participate in traditional country dancing and perform at local festivals. The school has strong links with the local village church and it makes good provision for the study of other faiths, such as Islam, Hinduism, and Judaism. Pupils' close study of life in an Indian village at Key Stage 2 includes learning about traditional patterns and hand-painting.

41. **Support, guidance and pupils' welfare**

41. The pupils receive good support and guidance from the staff, both teaching and non-teaching. The support is valued by parents and is considered by them to be a strength of the school. Close relationships are evident between teachers and pupils. The pupils who are under five are carefully integrated into the life of the school. A successful programme of preliminary visits enables both the parents and children to feel confident and secure about the start to the school. The teachers are aware of the academic progress of individual pupils however the formal recording of pupils' progress is unsatisfactory. The positive ethos in the school encourages pupils to develop confidence and self-esteem. Provision for pupils with special educational needs is generally effective. The Individual Education Plans are, however, not regularly reviewed. Attendance is closely monitored and recorded.
42. The school is very effective in promoting discipline and good behaviour. Throughout the inspection pupils' behaviour was observed to be good.
43. The school has effective procedures in place to provide for the health, safety and general well-being of the pupils. A timetable of visits by medical specialists is in place as are links with other agencies which support the pupils' welfare and education. Appropriate child protection procedures are in place.

44. **Partnership with parents and the community**

44. There are very good relationships with parents and the community. Parents are supportive of the school and feel encouraged to play an active part in the life of the school. Many support Parent Teachers' Association events both financially and with

their time. The PTA is active and organises a varied programme of events that successfully raise funds to improve resources and facilities for pupils. Parents are involved in their children's learning through hearing them read and helping with spellings and tables at home. The parents of children who are under five receive a very useful introduction to the school.

45. Parents are given an opportunity each term to talk with teachers about their child's attainment and progress. Annual reports meet statutory requirements and give clear information about a child's level of attainment and progress. Regular contact is maintained with parents through the weekly newsletter. Ninety four percent of parents responding to the Ofsted questionnaire find the school approachable.
46. The school has forged strong links with the community through a variety of school visits and extra-curricular activities. There are close links with the church community in the village. The community links enhance the curriculum for pupils and have a positive effect on their learning and standards of achievement. This is a significant improvement since the last inspection.

47. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

47. **Leadership and management**

47. The headteacher gives good leadership to the school. She has a clear vision for developing a very happy, orderly school in which the ethos is positive. She has forged strong relationships between the school and its community and with the governing body. This is a significant improvement since the last inspection. Since her appointment two years ago she has been active in improving the school after a period of considerable change with the teaching staff. She has worked steadily towards the effective implementation of the action plan from the last inspection. The parents now feel they are well informed about the curriculum and fully involved in the life of the school. The teaching and standards in science have improved; the challenge, pace of work and behaviour of the Key Stage 2 pupils has improved. The planning monitoring and evaluating the quality of the curriculum has also improved. The formal monitoring of the quality of teaching is however, limited and an appraisal system is not yet in place. The management of the assessment systems is improving but records do not yet fully cover the pupils' progress and attainment across the strands of English mathematics, science, information technology and religious education. The school has the development of an assessment policy and procedures as a priority.
48. The school's statement of aims and values gives effective direction to the life and work of the school. It is successful in offering the pupils a happy, caring and stimulating learning environment with a broad based curriculum. The school does help pupils become thoughtful, responsible and independent. The ethos is good. The staff and governors are focused on improving the provision and resources to the benefit of the pupils' attainment.
49. The governing body is active in supporting the school. The staff and governors work as a close team. This is a distinct improvement since the last inspection. The governors are well trained and aware of their strategic role. They have effective committees for finance, buildings and the curriculum. The finances are carefully monitored by the finance group. Individual governors forge strong links with the

school. The vast majority are parents of pupils in the school. Governors successfully monitor the curriculum by listening to staff give presentations on aspects of the curriculum. The governors are aware of the need to monitor standards of attainment and are appropriately involved in target setting for improvement. None of the governors have visited classes to formally monitor teaching in action. However, as parents they are very aware of the curriculum and the teaching in the school.

50. The school meets statutory requirements apart from the coverage of the full information technology curriculum and the governors' own annual report. There is a minor gap in the required information on the authorised absence of pupils.
51. The school has a comprehensive school development plan. The plan originates from successful staff and governor co-operation. It is a straightforward, practical working document which successfully shows persons responsible, timescales and success criteria. There are planned developments for two years. The resource and financial implications are not, however, always fully calculated. The construction of the action plan following the previous inspection was successful. Its implementation has been successful and as a result the school has improved.
52. Members of staff with management responsibilities, when asked to lead initiatives, are active in promoting developments. They readily offer support, advice and resources to colleagues. The provision for the pupils under five is well managed with effective introduction of the new pupils and their parents and a well planned curriculum based upon a thorough Baseline Assessment.
53. The introduction of the Literacy Hour has been soundly managed with the effective support of the LEA. The literacy co-ordinator has been active in monitoring planning and outcomes but not the teaching.
54. All subject co-ordinators have developed policies and monitor curriculum planning. There is some monitoring of pupils' books to ensure that plans are adhered to and pupils' work reflects the planning. The mathematics co-ordinator has been allocated time to develop the curriculum and monitor teaching but this is still a very new procedure for the school.
55. The management of the provision and systems for pupils with special educational needs is unsatisfactory. The very limited time available for a part-time teacher to manage the system means that contact with staff and pupils is once every two weeks. The updating of Individual Education Plans and monitoring of their implementation is too infrequent to be effective. However, the initial identification of a pupil's specific special educational needs is successful. The support of the learning support assistants is effective and well focused by the class teachers. There is however, insufficient effective follow-up of pupils and work of learning support assistants by the special educational needs co-ordinator.
56. The daily routines of school life are well managed and the administration of the school office is effective.
57. **Staffing, accommodation and learning resources**
57. The number of teachers is sufficient and they are appropriately qualified. Both full-time teachers have been appointed since the last inspection. The initial training, subsequent training and experiences of the present staff are complementary. Expertise in the subjects of the National Curriculum is adequate, with the exception of information technology at Key Stage 1, where expertise is limited. A small amount

of time has now been allocated to the monitoring role of subject coordinators; this role was cited as being underdeveloped in the last inspection. The learning support assistants are well briefed and work effectively with pupils; they have a positive impact on learning. Formal appraisal procedures are not in place. Informal arrangements for the induction of new teachers into the school are good. Professional development of staff is good; it is in line with the school development plan and individual needs; literacy, science and numeracy have been a priority since the last inspection.

58. The school consists of a Victorian main building, which includes the Key Stage 2 classroom, and a mobile classroom, which accommodates under-fives and Key Stage 1 pupils. Since the last inspection, the main building has been much improved and now provides a very pleasant working and learning environment. The mobile classroom and its immediate surroundings, however, are unsatisfactory and have an adverse effect on pupils' learning. This classroom is in poor repair and water leaks into it. It is relatively small and does not provide adequate space for under-fives' structured play and Key Stage 1 practical activities. For the under-fives there is no secure outdoor play area adjacent to the classroom. The grounds consist of an adequate hard play area and a small attractive field with good wooden play equipment. The environment around the school is well used to support the curriculum.
59. Resources for learning are adequate in all curriculum areas apart from information technology, and large play equipment for under-fives. Resources are generally of good quality and readily accessible. However, for information technology, the computers are outdated, unreliable and not able to run appropriate programs. Software is inadequate, particularly at Key Stage 2. There are however, imminent, firm plans to remedy these shortcomings.
60. **The efficiency of the school**
60. The school's financial planning is sound overall. The budget allocation is set through a thorough process of consultation and based upon the priorities in the school development plan. The school's finances are effectively controlled by the headteacher, the governors and school administrator. The very few minor recommendations of the very recent financial auditor's report are being put into action. The school has appropriate educational targets linked to the budget although the monitoring of the effectiveness of the expenditure on standards and progress is limited. The school development plan does not always indicate precise costings for developments or replacement of costly items of equipment.
61. Resources for special educational needs are generally productively used to promote the pupils' sound progress. However, the appointment of a special educational needs co-ordinator for one morning every two weeks does not allow sufficient contact with the pupils to ensure that Individual Education Plans are regularly and effectively reviewed, implemented, monitored and revised. Additional money to support the National Literacy Strategy has been usefully spent on increasing the range of books to support sound progress in reading. The school's small accommodation, playground, and attractive grounds are fully used. The majority of staff are effectively deployed and the two full-time members of staff work long hours with the pupils. The learning resources are used efficiently apart from the school's computers which are not used often or widely enough to support the pupils' learning.
62. Overall, taking into account the social context of the school; the well above average

income received per pupil, the good ethos; the sound progress and standards achieved by the time the pupils leave the school; the school provides satisfactory value for money. This is an improvement on the unsatisfactory value offered at the time of the last inspection.

63. **PART B: CURRICULUM AREAS AND SUBJECTS**

63. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

63. The five children who are four years of age have made a sound start in the school and are making appropriate progress towards the goals for their learning at age five. Children are achieving at levels appropriate for their age group in the Desirable Learning Outcomes and will attain the expected levels by the time they are of five years of age. The effective LEA baseline assessment system is in place and appropriately administered in the first seven weeks. These assessments show that attainment on entry to the school is broadly average. At the time of the inspection all of the pupils were attending the school part-time and will integrate into full-time schooling as appropriate.
64. Children's **personal and social skills** are good. They are happy and lively, well behaved and responsive to their teacher and one another. They take care of equipment and join in willingly with tidying up. When working at a task of their own choosing or when directed by the teacher or classroom assistant they persevere and concentrate until the work is completed. Children help one another and they take an interest in each other's achievements. They respond well to the positive encouragement from the adults in the classroom. Their behaviour is good and they show considerable confidence when undertaking new experiences such as going on the coach to the local sports centre for physical education. The pupils make good progress in personal and social skills. The teacher has good knowledge of their needs.
65. **Language and literacy skills** are soundly fostered. Children are developing a love of books and have a keen interest in the beginnings of reading and writing. They know the names and sounds of many letters and can recognise simple words. The children enjoy books and share them enthusiastically. They are generally confident speakers, able to ask and respond to questions and express thoughts and ideas. They listen attentively to their teacher and each other. Role-play in the 'hospital' corner is entered into with confidence and enthusiasm. The teaching is satisfactory overall. Lessons are well planned and the well-briefed classroom assistant often focuses on supporting these pupils.
66. Children are given an appropriate range of experiences and sound teaching to develop their **mathematical knowledge and understanding**. They are confident to count to five and beyond, can recognise written numbers and are beginning to write them. They can sort and match objects, and describe differences in size. They are beginning to use appropriate mathematical language. The pupils work in a very practical manner using simple tools to make textured numbers to engage their sense of touch to aid their recognition of the shape of numbers. The teaching of mathematics is satisfactory. The work is carefully matched to the pupils' needs and enables them to make sound progress.
67. Children's **knowledge and understanding of the world** is growing through well-planned activities which extend their knowledge of the local area and of events in the past. They make sound progress. They talk confidently about where they live and places they have visited. They readily engage in planning a shopping trip to the local supermarket. They use tools skilfully and competently select appropriate resources to make simple artefacts. They make sound use of the wide range of construction sets. They are not yet confident users of the computer or a listening centre. They handle the equipment with care. They are developing skills of scientific enquiry and talk

about their findings as they gather information. The teacher's wide range of well-planned practical activities ensures the pupils are on target to meet requirements.

68. The children develop good skills and understanding in **creative and aesthetic** experiences. They make good progress. The good teaching of physical skills enables them to develop good control of their bodies when moving in the larger space of the local sports' hall. They respond well to the teacher's questions and demonstrations by other children in physical education lessons. They express their ideas creatively using construction materials and use paint and pencils confidently.
69. Teaching is sound overall. The teacher has a good understanding of the needs of young children and of effective ways of organising the educational programme to enable children to work well towards the goals for their learning. High expectations of behaviour; of what children can achieve and good relationships all enable them to concentrate, persevere and do their best. Lessons are well planned and work is effectively matched to children's needs. Baseline assessment information is used constructively to help the teacher plan the next steps in learning for each child. Clear explanations and demonstrations make sure everyone knows what to do and, where necessary, children can work independently. Time is generally used well although the pace of the lesson can slow when too many questions and responses are given before the lesson moves forward. The teacher and classroom assistant work as a close and successful team. Good use is made of parents who are well-briefed and work effectively with groups of children. There are good links between home and school, from formal meetings, to informal daily contact, which is positively encouraged. Good links exist with the local playgroup and a good induction programme is in place.
70. The resources and equipment to support the curriculum for children under five is adequate overall but constrained in its use and storage by the small size of the classroom. The same room contains all the pupils who are under five and those who are in Years 1 and 2. At times the purposes of work across the age groups can conflict. There is a good grassed, outside play area with good large climbing apparatus. The accommodation does not have storage or appropriate space for large wheeled outside toys.

71. **THE CORE SUBJECTS**

71. **English**

71. The number of pupils taking the 1998 National Curriculum test (and also in previous years in English) was below 10 pupils. Therefore any comparisons with other schools are very unreliable and results fluctuate considerably from year to year.
72. The findings from the inspection show that standards of work of pupils at Key Stages 1 and 2 are in line with national expectations. The children enter the reception class with average levels in their literacy skills. The overall progress of the pupils at both key stages, including those with special educational needs, is satisfactory.
73. Attainment in speaking and listening is overall average in both key stages. Throughout the school the pupils are attentive and listen well to teachers and each other. The pupils at Key Stage 1 generally speak confidently, clearly and articulately. Pupils learn to use appropriate language in all other areas of the curriculum. They are able to discuss their work and explain their ideas to the teacher or classroom

assistant. They speak imaginatively during simple role-play in the 'hospital' in the reception year. They are eager to say how they can show their feelings by using their faces and bodies in a drama lesson. Pupils at Key Stage 2 show increased confidence in using a wide variety of language as they talk in their groups about the life of a Roman soldier or discuss the role of bacteria in decay. They are less confident and willing to speak to the whole class or in whole school gatherings. Pupils at both key stages listen carefully and with interest in assemblies and class discussions. The pupils at Key Stage 2 respond well to opportunities to comment on each others' work. They listen carefully to others' judgements, for example when working with partners in devising and improving a dance to represent a machine. At Key Stage 1 there are insufficient opportunities for pupils to use listening centres.

74. Attainment in reading is overall satisfactory. Progress of pupils throughout the school is sound. Pupils read a good range of material with increasing accuracy and confidence. The youngest reception age pupils enjoy books and are able to recognise familiar words and to find information in the pictures. Key Stage 1 pupils are building up a variety of reading cues to tackle unfamiliar text, including phonics and the use of the context to establish meaning. They learn to read with clear understanding and expression. At Key Stage 2, the pupils read more complex texts and are able to sustain longer periods of independent reading. Many are able to make inferences and predictions. Library skills are developed and information retrieval skills for English and other subjects are sound. The pupils know the difference between biography and autobiography. Books read are systematically recorded through the reading record, but there is no facility for recording progress or setting targets to broaden the reading experience. Pupils are heard to read regularly through the guided group reading sessions. The school effectively encourages parents to support their children's reading at home.
75. Attainment in writing is satisfactory. However, the number of pupils reaching higher levels in their writing is below average at both key stages. This remains a weakness in the school since the last inspection. The higher attaining pupils do not sufficiently extend their competencies in writing. At Key Stage 1 pupils are writing independently, learning to build words and to use a simple dictionary and a word bank. They write for an increasing range of audiences in the form of stories and simple poems, applying their knowledge of a sight vocabulary and their phonic skills effectively. At Key Stage 2 pupils write for a wide range of purposes. They produce poetry, descriptive accounts and letters. They also make their own information books on such topics as the Ancient Egyptians. Their sound competence in literacy is evident across the curriculum. For example, in history the pupils write imaginative letters from Roman soldiers living in England to their family at home in Rome. They write instructions and accounts in science. They write long detailed diaries of their residential visits. However, there are too few opportunities for pupils throughout the school to extend writing skills by drafting and re-drafting stories and poems to refine and improve a piece of work. The use of information technology to word-process, correct and develop longer stories and accounts is limited. At both key stages there is a good emphasis on the correct use of punctuation, spelling and grammar. The presentation of their finished work is generally of a sound standard. Handwriting develops into a neat, cursive style but this is not currently done early enough in the school.
76. The pupils show good attitudes to work in English. They are keen and responsive and able to work independently as well as co-operatively. They are supportive of each other and lower attaining pupils have high levels of self-esteem and pride in their own abilities. Pupils are interested in all aspects of English and the vast majority tackle tasks with confidence; demonstrate a good level of sustained concentration and confine their talk to the task. The pupils use resources with care.

77. Overall the quality of teaching is sound. However, teaching of English is good at Key Stage 2 and this has a positive effect upon the pupils' progress. Current training has provided teachers with good knowledge and understanding of implementation of the Literacy Strategy and elements of it are appropriately planned into lessons. Lessons are carefully planned. Teachers give clear and explicit instructions, use good questioning and provide appropriate pace and length of task. They have good relationships with pupils and high expectations of standards of behaviour. There is good use of positive reinforcement and praise. Tasks are well matched to the previous attainment of the majority of pupils, including those with special educational needs. However, the challenge and expectations for writing, in particular for more able pupils are not always at a high enough level. Support staff are well prepared, sensitive and skilled and offer good support to individuals and small groups of pupils in reading and writing tasks. The use of day-to-day assessment to match work to the pupils needs is good but the systems and records for recording attainment and progress over time are still very limited and newly implemented.
78. In one very good lesson at Key Stage 2 the teacher used two 'big books' to illustrate the differences between biography and autobiography and to highlight the terms fact and opinion. The word and text level work were appropriate elements from the National Literacy Strategy. They were well matched to pupils' capabilities and captured their interest. The teachers' good use of praise and encouragement motivated the pupils to remain focused and concentrate on their group tasks. Two pupils successfully used the computer to insert adverbs into a passage of writing. Special needs' pupils were well supported by the classroom assistant and made very good progress. The four year groups in the class were successfully managed and very good progress was made in elements of reading and writing. The school's literacy strategy is having a positive influence on standards and progress.
79. The English co-ordinator is well trained, monitors the planning and coverage of all aspects of English and samples pupils' work to assess progress. The formal monitoring of the teaching of English has not yet taken place. The co-ordinator had ensured adequate resources to meet the demands of the National Literacy Strategy. The school library is adequately stocked and readily accessible to pupils.
80. **Mathematics**
80. The findings from the inspection show that by the end of Key Stage 2 pupils' attainment is meeting national expectations. The pupils make sound progress across the key stage. However, there is evidence in books and folders of increasingly good progress since January 1999. A newly appointed teacher has brought good subject knowledge and skill and enthusiasm to teaching the subject. The good progress evident in the lessons observed is now beginning to have an effect upon overall attainment in the subject.
81. The observation of lessons and scrutiny of pupils' folders shows that the pupils' attainment is also meeting national expectations at the end of Key Stage 1. Overall they make sound progress
82. By the end of Key Stage 1 the pupils understand place value and some can calculate simple addition and subtraction of two numbers up to 20. They can confidently count. The pupils in the Key Stage 1 class successfully recognise and sort shapes. They can name many two-dimensional shapes. They can confidently work with simple fractions and proportions and produce simple block graphs. Their capability in the use of mathematics for practical activities such as weighing, measuring lengths is

sound. However, they make limited use of computer programs to practice number skills or record simple data. The pupils at Key Stage 1 make at least satisfactory progress.

83. By the end of Key Stage 2 the pupils have overall made sound progress. Their confidence and width of understanding in mathematics has increased considerably in recent months and many are now making good progress. They show good levels of competence in the four rules of number; recognise and work with fractions; estimate the cost of the contents of a shopping trolley. They successfully plot co-ordinates; calculate the area of a range of two-dimensional shapes; successfully draw equilateral and isosceles triangles and draw and interpret line graphs. They make confident use of calculators to check work. Overall they show sound progress across the width of the mathematics curriculum.
84. The pupils with special educational needs generally make sound progress in relation to their identified targets at both key stages. Each teacher carefully plans work for them, well matched to their needs. The support given by the learning support assistants is skilful and sensitive. The pupils' attitudes to learning are generally good at Key Stage 1. They enjoy mathematics and readily engage in counting or playing number games. They respond confidently to mental arithmetic questions. Most continue to concentrate even when not under direct supervision of an adult.
85. Attitudes are good at Key Stage 2. The pupils are enthusiastic about mathematics. They are confident in talking about how they tackle problems and competently check work using a calculator. Behaviour is good and the pupils work with focused concentration showing a high degree of independence. Presentation of calculations, graphs and tables is generally sound.
86. The teaching of mathematics in the school is good overall. The quality of teaching at Key Stage 1 is sound overall with some good teaching. The teacher has good knowledge of the needs of these pupils. The relationships with the pupils are good. The pupils feel comfortable and confident. Each receives frequent individual feedback on their work. The questioning in whole-class sessions is effective. The regular mental arithmetic sessions help to promote the pupils' capabilities to handle simple calculations quickly and confidently. The variety of stimulating practical activities for pupils successfully captures their interest and enthusiasm. They have each been to the local supermarket with a sum of money to shop for essential items, calculating the cost of the purchases to strengthen their understanding of number. The teacher has started to gather regular samples of work to show attainment in the subject but this is very new and does not cover the width of the curriculum. There is no record of pupil progress through and across the subject.
87. At Key Stage 2 the teaching is good. The lessons proceed at a brisk pace and contain a variety of activities. The use of regular mental arithmetic sessions promotes good progress in number. The teacher has high expectations of behaviour and also for the quantity and quality of work done. Pupils are expected to show independence and responsibility and work together and find solutions to problems as the teacher has to work with four year groups in the class. Mathematics is successfully applied to practical everyday activities and such subjects as science where a cooling graph for water was plotted or the height of pupils recorded. Tasks are effectively matched to the pupils' needs across the four year groups. Work is regularly marked and the teacher knows each pupil's strengths and weaknesses. There are however, limited formal ongoing records of the pupils' attainment and progress in mathematics. The end of year reports give a clear picture of what the pupils have achieved in mathematics or what is required to be done to improve their work. The use of information technology such as the use of a database is limited to support teaching

and learning in mathematics.

88. The mathematics curriculum has a clear policy and the school has adopted the National Numeracy Strategy as the core scheme for its work. This is successfully linked with the topic focus in the class. Overall the mathematics curriculum is broad and balanced.
89. The co-ordinator is well trained and knowledgeable; monitors planning and is about to commence a programme of monitoring teaching. She successfully analyses the strengths and weaknesses in the pupils' results in the National Curriculum tests and then plans appropriate work to strengthen areas needing attention.
90. The range and quality of the resources to teach mathematics is adequate and successfully supports the curriculum. The accommodation for Key Stage 1 pupils is small and inhibits the range of practical mathematics activity that can take place

91. **Science**

91. Standards at Key Stage 2 have improved considerably since the last inspection and are now above expectations. The standard of work of pupils presently at the end of Key Stage 1 is broadly in line with national expectations; that at Key Stage 2 is above. Overall, the progress of the pupils at Key Stage 1, including those with special educational needs, is satisfactory, and at Key Stage 2 it is good. This good progress is facilitated by good teaching and positive pupil attitudes. This is an improvement since the last inspection.
92. At Key Stage 1 the majority of pupils are making sound gains in knowledge. They know about for example, life cycles; a common range of materials and their properties; push and pull forces; and the various effects of forces on objects. At Key Stage 2 pupils successfully add to and consolidate their knowledge. By the end of the key stage the higher attainers are beginning to understand associated concepts. They know about and can explain food chains and webs; changes of state of matter; and the force of gravity. Throughout the school good opportunities are provided for science investigations. By the end of Key Stage 2 the majority of pupils can plan; predict outcomes giving scientific reasons; ensure fair testing; record findings accurately; and draw conclusions. They are competent in the construction and interpretation of graphs and charts. At Key Stage 2 they make and keep useful personal science dictionaries. The application of information technology to science is unsatisfactory.
93. Attitudes to science are good. The pupils are well behaved, attentive and willingly co-operate with their teacher and each other. They are interested in and enjoy science; they are particularly keen to carry out practical work.
94. Relatively few science lessons were being taught at the time of the inspection. Evidence from a variety of sources indicates that overall teaching is good, particularly so at Key Stage 2. Lessons are well planned; teachers ensure that the tasks set match the ages and abilities of the pupils; and they skilfully question pupils to establish what they know and understand. In the best lessons the teacher showed much enthusiasm and inspired the pupils.
95. Curriculum planning is good. The leadership and management of science is also good. The formal assessment of pupils' attainment is unsatisfactory. Good use is made of the school grounds and the local environment.

96. **Information technology**

96. At both key stages, National Curriculum requirements are not being met: overall standards are below national expectations at the end of both key stages. Progress is unsatisfactory, mainly due to a lack of adequate resources, but partly also due to insufficient teacher expertise at Key Stage 1. However there is some good progress, in particular sessions at Key Stage 2.
97. The older pupils at Key Stage 1 can use the word-processing package 'Pendown' to write a simple sentence: they can find the letters on the keyboard, use the spacebar and shift key and they know how to print. They have very little practice in the use of simulation programs. They are not experiencing the use of drawing packages, data handling, or control of a floor robot. They competently use a tape recorder.
98. At Key Stage 2 pupils are successfully developing word-processing skills and the older ones can create text, edit, vary fonts and print size, experiment with layout and select colour. They know how to save, retrieve and print. Some are successfully learning to use the drawing package, 'Flare'. Pupils have experienced data handling but not in sufficient depth. They have had very little experience of modelling and no recent experience of control.
99. Responses of Key Stage 2 pupils are good; pupils are keen to learn and concentrate well on teacher instructions and explanations. At Key Stage 1 pupils are generally interested but do not show enthusiasm. In one Key Stage 1 lesson where the pace was slow and pupils were not sufficiently challenged, some pupils were unco-operative and their behaviour was unsatisfactory.
100. Overall the teaching is unsatisfactory, other than the teaching of communication skills. Other strands of the National Curriculum are not taught, or not taught in sufficient depth. There is however some good teaching in individual lessons at Key Stage 2. In one such session the teacher competently demonstrated a drawing package and helped pupils to devise screens to help infant pupils to count: this inspired the Key Stage 2 pupils to be eager to develop this work further. There is insufficient application of information technology to other areas of the curriculum. There is no consistent monitoring of pupils' experiences and no formal assessment: this is unsatisfactory.
101. At present resources are inadequate and there is no agreed whole-school scheme of work. However, information technology features in the School Development Plan for the year 2000, when the National Grid for Learning is scheduled for installation. Firm and realistic plans are in place for this, including the provision of personal computers and appropriate software for both key stages; teacher in-service training; and the adoption of a national scheme of work. The information technology co-ordinator is enthusiastic and competent; she has the necessary expertise to take the subject forward.

102. **Religious education**

102. Attainment in Religious Education is in line with the expectations of the LEA Agreed Syllabus at the end of both key stages. Although no lessons in religious education were seen, scrutiny of the pupils' past and present work and the teachers' planning

provided evidence to show that progress is sound in both key stages.

103. At Key Stage 1 pupils are able to discuss Christian concepts and values. They are familiar with stories from the Old and New Testaments such as David and Goliath and the shepherd and the lost sheep. They have grasped the key concept of God as the Father and Creator through a study and discussion of such topics as 'This Beautiful World'. In spring they look at the local environment and study the new life in the pond adjacent to their classroom. At Key Stage 2 the pupils gain a good understanding of the signs, symbols and traditions of the Christian faith and visit the local church to study artefacts at first hand. They make sound progress in understanding the key features of other major world religions such as Hinduism and Judaism.
104. The pupils at both key stages understand the Christian calendar as they are actively involved in the cycle of celebrations through Harvest services and Christmas celebrations.
105. Pupils have positive attitudes to religious education. They talk readily about their lessons and take care in producing work about 'Beliefs' or a booklet 'All About Me'. The subject successfully contributes to the pupils' spiritual and moral development. They are prepared to recognise the needs of others and the wonder of the world in which they live.
106. Teaching across the school is sound. Religious education lessons are always carefully planned with appropriate resources and artefacts used effectively. Teachers are well trained and have a good knowledge of the new syllabus and are confident in its delivery. They use a wide range of strategies and make good use of visitors to explain the celebration of Divali or by borrowing artefacts from the local resources centre. Lessons are well planned from detailed longer-term plans. This is an improvement since the last inspection. Pupils' competence in literacy is successfully promoted by the subject.
107. The religious education co-ordinator has successfully implemented the new syllabus and ensures adequate resources are available. The assessment and recording of the pupils' progress in religious education is still very limited.

108. **OTHER SUBJECTS**

108. **Art**

108. There was opportunity to observe only one art lesson; this was at Key Stage 2. Other evidence was obtained by scrutiny of past work, photographs, displays around the school, teachers' plans, and also by discussions with teachers and pupils.
109. Pupils at both key stages are achieving standards which are similar to those expected for pupils of their age. Progress is at least sound, and good when pupils are particularly enthusiastic about a topic. Examples of good progress include, at Key Stage 1, work on a collage of spiky shapes in cold colours, and at Key Stage 2 the oil pastels of large caricature self portraits using chosen tones of colour and exaggerating facial features.
110. At Key Stage 1, pupils are learning to work successfully in a variety of media, including pencil, crayons, felt-tipped pens, paint, and textiles. They are also learning

to record observations, print, create patterns, and to explore three-dimensional media. This work is consolidated and appropriately extended at Key Stage 2. Pupils are developing an appreciation of art by studying the work of famous artists, such as Turner, Klee, and Constable.

111. Pupils say that they very much enjoy art. They work with care and co-operate well on shared tasks. Pupils are enthusiastic about the after school art club which is well attended.
112. Evidence from various sources indicates that teaching is at least sound and sometimes good or very good. The teachers plan carefully and take opportunities to link art with other curriculum areas such as science, religious education, history and geography. In one very good lesson at Key Stage 2, the teacher had a good knowledge of the artist Hundertwasser and his philosophy, which she transmitted very effectively to the children. She provided good quality computer scans of his work. Her enthusiasm inspired pupils to discuss confidently their various interpretations of the paintings and to produce good quality imaginative pictures in the style of this artist. Two pupils made use of a computer drawing package.
113. During the last two years the school has arranged for two 'artists in residence'. One worked with pupils to make and dye felt. This was then used to create a colourful wall-hanging depicting the annual local sheep fair, as it was in the 14th century. The other, a sculptress, taught the Key Stage 2 pupils to carve pictures, of subjects of their own choice, on large boulders: these now decorate the school grounds; pupils are very pleased with them. Art has contributed well to the multi-cultural development of Key Stage 2 children; for example, they have explored Indian mango patterns and seen a demonstration of traditional hand-paintings.
114. **Design and technology**
114. At the time of the inspection no lessons in design and technology were being taught. Evidence was obtained by discussions with teachers and pupils; examination of curriculum planning; and scrutiny of pupils' work and photographs of artefacts made during the past academic year.
115. The standard of work is at least as high as might be expected for pupils' ages and better than this at times. The progress of the pupils, including those with special educational needs, is at least sound and often good when pupils are particularly motivated. Examples of good progress include designing, making, decorating and evaluating shopping bags at Key Stage 1, and biscuits and papier maché bowls at Key Stage 2.
116. Pupils at both key stages can produce satisfactory designs; at the end of Key Stage 2 pupils include alternatives, for example when designing papier maché bowls. Curriculum plans indicate that pupils are using a good variety of materials including paper, card, textiles, food, wheels and axles; and at Key Stage 2 resistant materials such as wood and correx, and electrical control equipment. Pupils are making sound progress in skills such as marking and cutting, fixing and securing, and decorating. At both key stages they are able to evaluate their work and make suggestions for improvement.
117. Pupils say that they find the work in design and technology fun and that they enjoy it. They are particularly keen to make artefacts.

118. Evidence from a range of sources indicates that teaching is at least sound and often good. Work is thoroughly planned. Teachers provide a variety of resources to enable pupils to research their own designs. They often offer a good choice of materials for construction, and encourage pupils to evaluate them in terms of fitness for purpose.

119. The curriculum framework for design and technology is good and facilitates progression in skills. Individual topic planning is thorough and sets out procedures for research, design, construction and evaluation.

120. **Geography**

120. No geography lessons were being taught at the time of the inspection. Evidence was obtained by scrutiny of pupils' past work; examination of teachers' planning; and discussions with teachers and pupils.

121. At both key stages pupils are reaching standards similar to those expected for pupils of their age. Progress is at least sound, and sometimes good when pupils are particularly interested in a topic. Examples of good progress include the study of the school and local village environment at Key Stage 1; and the study of a contrasting environment, an Indian village, at Key Stage 2.

122. At levels appropriate to their ages, at Key Stage 1 pupils are able to describe features of their local environment, compare and contrast them with those of the nearby city, and briefly with those of a location in Italy. They can draw a map of their journey to school, and are familiar with compass directions.

123. At the end of Key Stage 2 pupils can identify a number of features on maps of the United Kingdom, Europe and the world. They can readily discuss similarities and differences between life and conditions in their own village and the Indian village which they have studied. They have a sound knowledge of rivers and their effects on the landscape.

124. Pupils are interested in geography, particularly in the study of places and life styles. They take care with their written work which is generally neatly presented and appropriately collated. Teachers' planning is thorough and good links are made between skills, places and thematic studies, particularly at Key Stage 2. Good use is made of field work and residential visits. Little use is made of information technology to support the work in geography.

125. **History**

125. Two history lessons were seen and evidence was obtained from work in books, folders, classroom displays and from the teachers' planning. The pupils' progress, at both key stages, including for those with special educational needs, is sound. The scrutiny of work made it clear that pupils attain standards similar to those expected for pupils of their age at both key stages.

126. During Key Stage 1, the pupils develop an understanding of the passing of time and make good use of historical vocabulary to describe change in their own lives and those of their family. The pupils successfully describe some of the differences in seaside holidays last century with today. They know about events in the lives of famous people in the past such as Florence Nightingale.

127. At Key Stage 2 the pupils are able to use a wider range of sources and written material. They also make sound progress. They are aware of what life was like in Ancient Egypt and can understand the differences in that society from our own time. The pupils have appropriate historical knowledge and understanding and show a range of skills in history. They are able to talk about identify, draw and describe and explain life in the time of the Ancient Greeks, the Celts or what life was like in Roman times.
128. At Key Stage 1 the pupils generally show an interest in tasks and readily offer ideas and explanations to whole-class discussions. As a whole class they confidently sequence pictures in the life of Florence Nightingale into chronological order. However, concentration and behaviour are less good when put into groups and asked for example to describe the life of the poor in Victorian times.
129. By the end of Key Stage 2 pupils produce well written and carefully illustrated booklets about the life of the Ancient Egyptians. They co-operate well; the oldest pupils at the key stage readily support the youngest ones. They show good attitudes to work and are confident and independent.
130. Teaching is overall sound at Key Stage 1. The lessons are well-planned and good resources; a timeline; photographs; pictures and work sheets are made readily available. The teacher has good subject knowledge and gains the interest of the whole class when introducing the work. However the control of the class, when working in small groups is less successful. A few pupils who lose interest and concentration are not effectively kept on task and progress slows.
131. Teaching is good at Key Stage 2. In a good lesson at Key Stage 2 well prepared sources were provided related to the life of Roman soldiers. There was good recall of a video watched in a previous lesson. A number of stimulating tasks; writing a letter home to Rome from a soldier; labelling a diagram showing the soldier's equipment or comparing the fighting Roman with a Celt; were well matched to the pupils' attainment. The good knowledge and enthusiasm of the teacher stimulated the pupils to work hard. The focused teaching with a group promoted good progress.
132. There is a sound policy and the curriculum is effectively planned over a cycle of time so that pupils do not repeat units of study in the mixed age classes. There is an adequate scheme of work to ensure continuity in the skills and knowledge taught.
133. **Music**
133. No music lessons were taught during the inspection. There was no singing in assembly or in lessons and no after school music clubs. The part-time teacher comes in to the school for one and a half days and for part of that time teaches music in the last part of the week. It was not, therefore possible to judge attainment and progress in music at either key stage.
134. From the teachers' planning and policy it was clear that at Key Stage 1 pupils listen carefully and explore sounds, such as simple body percussion; clicking fingers; slapping knees, clapping and stamping. They use different percussion instruments and their voices. They sing nursery rhymes and come to understand high and low pitch; dynamics through use of the terms loud and quiet; and fast and slow tempo. The pupils throughout the school sing a range of songs to support the frequent whole-school celebrations.

135. At Key Stage 2 the pupils are able to rehearse and present songs. They are able to accompany their singing using a selection of percussion and tuned instruments. Adequate time is given for pupils to explore sounds and rhythm in small groups and to engage in composing using pictures of famous artists as a source of inspiration. Pupils throughout the school are given good opportunities to listen to music from other cultures as the school is a focal point in the Priddy Folk Festival.
136. Pupils say they enjoy their music lessons and the Harvest festival; Christmas production and the summer concert. The parents also appreciate their musical performances in whole-school productions. The pupils are exposed to a wealth of types of music both national and international and this makes a good contribution to their cultural experiences.
137. The quality of teaching is satisfactory. The lessons are well planned and organised and appropriate resources are readily available for use. The music policy is brief but adequate and the long term planning is detailed and provides coverage of all the required aspects of music. The school is adequately resourced with a range of percussion and tuned instruments.
- 138.

Physical education

138. The vast majority of pupils across the school are attaining standards similar to those of pupils of their age. The pupils' progress, including those with special educational needs, is sound in gymnastics, games and dance. Progress is good in swimming at both key stages.
139. At Key Stage 1, pupils follow instructions, perform simple skills in a controlled manner and use space confidently. They perform body movements with increasing poise and control, for example sending, stopping and controlling a ball. They participate co-operatively in simple games. They make good progress in swimming over the key stage.
140. At Key Stage 2 pupils learn new skills and techniques with ease and can build on previous work to extend and improve performance, for example, when developing a dance they listen carefully to the music and co-operate well in pairs to produce 'mechanical movements'. They readily give and accept comment and evaluation to improve their sequencies from other pupils and the teacher. They are developing good control of their body movements and perform well to others, for example, when demonstrating a variety of movements in dance. They have a good knowledge of traditional and multi-cultural dances. Swimming skills are above average.
141. The attitudes of pupils to their lessons are good. They are enthusiastic, eager to participate and receptive to instructions. They remain on task in lessons, working purposefully and co-operating with each other. Resources and apparatus are used safely and sensibly. Levels of motivation are high, with minimal off-task behaviour apparent. Noise levels are extremely low.
142. Standards of teaching are consistently good for both key stages. Discipline is quiet and firm. Lessons are well planned with appropriate warm-ups and warm-downs and activities which provide opportunities for imaginative interpretation. Expectations are high and objectives clearly stated. Teachers physically participate, generally dress appropriately, and thereby demonstrate good practice. Frequent demonstrations of successful work are encouraged to consolidate teaching points. The time devoted to extra-curricular games plays a significant part in the raising of pupils' standards. The pupils experience a wide range of national and international dances at the Priddy Folk Fayre. They join in and perform Maypole and Sword Dances.
143. The school has no school hall but makes good use of the adjacent village hall in particular for dance. The school's outside facilities for physical education; a small playground and field; can only be used in the good weather. This has an obvious impact on the teaching of games and gymnastics in the winter. The school makes good provision through the use of the local sports complex for games, swimming and gymnastics. The school has built up a good selection of small resources which are well planned into lessons.

144. **PART C: INSPECTION DATA**

144. **SUMMARY OF INSPECTION EVIDENCE**

- The inspection was carried out by a team of three inspectors over six days.
- During the period of the inspection, 24 lessons or part lessons were observed, adding up to a total of 12 hours.
- Inspectors attended school assemblies and registration periods in all classes.
- Samples of pupils' work were examined for each class for the current academic year.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents, and the school registers were inspected.
- In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- Discussions were held with members of staff, governors, pupils, parents and the administrative assistant.
- A parents' meeting held prior to the inspection was attended by 14 parents, who expressed their views about the work of the school.
- The responses to the 17 questionnaires completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

• **DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	27.5	0	7	0

• **Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	2.35
Number of pupils per qualified teacher:	11.9

• **Education support staff (YR – Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	18

Average class size:	14
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• **Financial data**

Financial year:	11998/99
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	£
Total Income	98,491
Total Expenditure	98,124
Expenditure per pupil	3,634
Balance brought forward from previous year	9,680
Balance carried forward to next year	10,047

PARENTAL SURVEY

Number of questionnaires sent out:

25

Number of questionnaires returned:

17

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	59	35	0	0	6
I would find it easy to approach the school with questions or problems to do with my child(ren)	76	18	6	0	0
The school handles complaints from parents well	23	62	15	0	0
The school gives me a clear understanding of what is taught	59	41	0	0	0
The school keeps me well informed about my child(ren)'s progress	76	18	0	6	0
The school enables my child(ren) to achieve a good standard of work	59	35	6	0	0
The school encourages children to get involved in more than just their daily lessons	29	65	6	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	47	47	6	0	0
The school's values and attitudes have a positive effect on my child(ren)	35	53	12	0	0
The school achieves high standards of good behaviour	41	41	18	0	0
My child(ren) like(s) school	71	29	0	0	0