

# INSPECTION REPORT

## **Milborne Port Primary School**

Sherborne

LEA area: Somerset

Unique Reference Number: 123655

Headteacher: Mr A S Darley

Reporting inspector: Mr John Messer

Dates of inspection: 6<sup>th</sup> to 9<sup>th</sup> December 1999

Under OFSTED contract number: 707745

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Glover's Close North Street Milborne Port Sherborne Dorset DT9 5EP
Telephone number:	01963 250366
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K Brake
Date of previous inspection:	June 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
John Messer, Registered Inspector	Art Music Physical education Special educational needs Under fives	Attainment and progress Teaching Leadership and management The efficiency of the school
Catherine Fish,  Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development  Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Romy Markham  Tony Green	English History Geography Religious education Mathematics Science Design and technology Information technology	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources The curriculum and assessment

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## MAIN FINDINGS

### What the school does well

- The teaching force are a strength of the school; they are hard working, caring and conscientious. The quality of teaching is always at least satisfactory and most of it is good.
- Very good opportunities for social development are fostered by a wide range of extra-curricular sporting and cultural activities and visits to places of interest, including residential visits and excursions to France, further supported by strong links with the community.
- Governors give increasingly effective support and help to maintain the school's direction. Most of the curriculum co-ordinators manage their responsibilities well and are beginning to raise standards of attainment. Financial control is efficient and day-to-day administration is good.
- The school gets strong support from parents most of whom are closely involved with their children's learning. The school provides good information for parents.
- The learning support staff for pupils with special educational needs are highly skilled and provide effective support.
- Pupils have positive attitudes to their work. They are eager to please and keen to succeed.
- Firm foundations for future learning are laid in the reception class.
- By the time they leave the school at the age of eleven pupils are well prepared in most subjects for the next phase of their education.

### Where the school has weaknesses

- I. The headteacher provides insufficiently clear educational direction aimed at raising standards and the school lacks a co-ordinated approach to identifying its strengths and weaknesses so that it can identify areas for improvement.
- II. Average standards are attained in most subjects but many pupils could do better.
- III. Expectations of pupils' performance are too low, particularly for higher attaining pupils.
- IV. Standards in information technology are too low.
- V. Opportunities for pupils to develop independent learning skills, to use their initiative and to take more responsibility are not planned systematically.
- VI. In some classes there is a lack of attention to ensuring that pupils' work is neatly presented.
- VII. Teachers do not assess pupils' work accurately and in some classes teachers do not plan from a clear assessment of what pupils already know.
- VIII. The quality of teaching and learning is not monitored and evaluated with enough rigour to give clear guidance on areas for improvement or to identify areas for professional development.

**The school's strengths outweigh the weaknesses. The governing body's action plan will set out how the weaknesses are to be tackled. The plan will be sent to all parents or carers of pupils at the school.**

### How the school has improved since the last inspection

The school has tackled the weaknesses pointed out in its last inspection effectively and is now better than it was. Standards attained by eleven-year-olds in National Curriculum tests are much better than they were. Curricular planning is now more consistent and subject co-ordinators have structures for monitoring provision in their subjects. The roles of curriculum co-ordinators have been developed successfully and most are now effective. The quality of teaching has improved and there is now a better match of tasks to pupils' learning needs. Pupils' attainment and progress in the early years has improved. There is a better understanding of assessment data to monitor the school's progress. Accommodation is still unsatisfactory. In liaison with the local education authority the school has set targets of 72 per cent for the proportion of eleven-year-olds who will attain the national target of Level 4 in English and mathematics by 2001. It has already exceeded its target in English. A sound foundation for future development has been established by the talents, hard work and enthusiasm of the teaching staff.

### Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

This information shows that, when compared with all schools nationally, pupils attained standards in English which were average but in mathematics and science standards were below average. When compared with similar schools standards were well below average. This comparison should be treated with caution as it is based solely on free school meals statistics and does not take other factors into consideration. In an area which has no school meals service and where a significant proportion of pupils are educated privately or in other schools outside the village, this comparison may not be reliable.

There is evidence of improvements in the attainment of pupils now in Year 6 in mathematics and science. Good work was seen in physical education but pupils' competence in information technology is unsatisfactory. Standards attained in religious education meet the expectations described in the locally agreed syllabus. By five years of age children do well across the range of their work and achieve the Desirable Learning Outcomes specified in national guidance.

### Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	good	good
Mathematics	good	good	good
Science		good	satisfactory
Information technology		unsatisfactory	unsatisfactory
Religious education		good	good
Other subjects	good	satisfactory	satisfactory

Teaching was at least satisfactory in all the lessons observed and it was good in 74 per cent of lessons. Teaching for the under-fives and in Key Stage 1 was good in 75 per cent of lessons and very good in 12 per cent. Teaching in Key Stage 2 was good in 63 per cent of lessons and very good, occasionally excellent, in 9 per cent.

*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	Mostly good in and around the school. Pupils work and play happily together.
Attendance	Good.
Ethos*	Pupils are keen and interested in their work. Relationships are good and the school seeks to raise standards.
Leadership and management	Satisfactory overall. Governors are becoming increasingly involved. The headteacher is insufficiently involved in curricular development and teaching is not monitored with enough precision.
Curriculum	Sound. Good for the under-fives. Sound planning except for information technology.
Pupils with special educational needs	Sound provision in both key stages. Particular emphasis is placed on helping with reading, writing and spelling.
Spiritual, moral, social & cultural development	Provision for spiritual and cultural development is satisfactory; moral development is good and social development is very good.
Staffing, resources and accommodation	Staffing is adequate but resources are inadequate and accommodation is unsatisfactory.
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

IX. The out of school clubs provided.

X. The educational visits made to support learning and especially the residential visits.

XI. The provision for swimming.

XII. They are encouraged to be involved in the life of the school.

#### What some parents are not happy about

XIV. They are not well informed about their

XV. Complaints are not handled well.

XIII. They are given a clear understanding of what  
is taught.

Inspectors agree with the positive comments made by parents. Inspection evidence shows that there are sufficient opportunities for parents to discuss their children's progress either at parents' evenings or by coming into school at anytime. The annual report to parents is of good quality. Problems brought to the attention of the school are generally dealt with promptly and sensitively.

## **KEY ISSUES FOR ACTION**

In order to improve standards the headteacher, staff and governors should:

- ensure that the headteacher takes a lead in developing a coherent, co-ordinated approach to raising standards; (paragraphs 29, 53, 55, 58, 61)
- improve standards in information technology by ensuring that the National Curriculum Programmes of Study are taught; (paragraphs 11, 23, 66, 117, 121)
- raise expectations of pupils' performance, especially that of higher attaining pupils; (paragraphs 14, 23, 26, 27, 97, 115)
- ensure that the quality of teaching is monitored and evaluated rigorously and that teachers are given clear guidance on how to make further improvements; (paragraphs 29, 61, 67)
- develop further assessment procedures and ensure that the information gained is used in planning lessons. (paragraphs 27, 36, 43)

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

- .The aims of the school do not state explicitly the school's commitment to raising standards and the school's aims are separate and different from the governors' statement of aims. (paragraph 58)
- .The success criteria in the school development plan do not state explicitly how initiatives will be measured in terms of their effect upon raising standards. (paragraphs 54)
- .Pupils in Key Stage 2 make unsatisfactory progress in design and technology and there is insufficient emphasis on developing pupils' skills of composition in music. (paragraphs 11, 133, 143)

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## **INTRODUCTION**

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### **Characteristics of the school**

1. This community primary school, which is situated in a large village in the southernmost corner of Somerset, admits boys and girls aged between four and eleven years old. There are currently 196 full time pupils on roll and of these twelve are under five years old. Pupils start school at the beginning of the academic year in which their fifth birthday falls, initially on a part-time, mornings only basis. The school admits pupils into the reception class from several nursery classes and playgroups and very few children have not had some form of pre-school education prior to entry. Places in the school are allocated to pupils according to the local education authority's admissions policy. The school does not have a defined catchment area but draws children from all parts of the locality though most pupils come from within the village. There is an almost equal number of boys and girls and they are taught in seven classes four of which are in temporary, mobile buildings.
1. Attainment on entry to the school is broadly average. There are a higher proportion of high social class households in the area than the national average but very few of the school's pupils come from such households. There are a large number of private preparatory schools in the area as well as denominational schools and a significant proportion of children from the village and surrounding area attend these other schools. There is no schools meals service in the county and it is, therefore, difficult to gain an accurate figure for the number of

pupils entitled to free school meals but it would appear that around 4 per cent are entitled, which is well below the national average. Very few pupils come from ethnic minority backgrounds or from homes where English is spoken as an additional language. Currently one pupil has a statement of special educational needs and the school has identified a further 43 pupils who are on the school's register of special educational needs because they need some extra learning support. The proportion of full-time pupils on the register of special educational needs, 22 per cent, is above the national average but the proportion of pupils, 0.5 per cent, with statements of special educational needs is below average. The composition of the school has changed since the time of the last inspection in 1996 when there were 27 more pupils, one more class and many fewer pupils identified as having special educational needs. Pupils leave the school at the end of Year 6 when they transfer to local secondary schools.

2. The school has eight main aims:-

- To teach the basic skills of literacy and numeracy so that they may be used as tools to perfect self-expression and to satisfy curiosity in dealing with other subjects.
- To give children a good start to their education by establishing sound working habits, providing a thorough grounding in the basic subjects and fostering a spirit of enquiry and creativity.
- To help children to consider their relationship with other people and to understand, appreciate and uphold the values attached to life within the family, school and wider community.
- To foster a delight in mental and physical wellbeing and pride in a growing power to do things well.
- To help the child live a full life within the school community, to create and foster sound habits and show by example the value of friendship, patience, tolerance and self-control.
- To develop the child's awareness of themselves and reflect on their inner feelings. To be aware of the sense of awe, wonder and mystery that this can produce. To help the child understand how their commitments influence their attitudes and behaviour and how these may lead to a personal commitment and to a belief.
- To arouse interests and to supply the means to develop those interests in forming a cultural background, including music and the arts.
- To create within the school and its surroundings an environment conducive to learning; setting the child an example, thus enabling it to appreciate quality, colour and good design in its surroundings.

1. The governing body has a separate statement of curricular aims. The governors share five of the school's aims and governors have one additional aim:-

- To develop initiative and self-reliance and the acceptance of responsibility and to take a pride in work well done with an understanding that at times there is an element of drudgery in life.

1. Currently the school's main curricular aims, as described in its current school development plan, are to ensure that the National Numeracy Strategy and the National Literacy Strategy are introduced successfully. The school has, in liaison with the local education authority, set the target of 72 per cent for the proportion of eleven-year-old pupils who will attain the national target of Level 4 in the National Curriculum tests in English and mathematics in 2001.

5.

5.

5. **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	14	12	26

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	12	13
	Girls	11	11	11
	Total	24	23	24
Percentage at NC Level 2 or above	School	92 (54)	88 (71)	92 (71)
	National	82 (80)	83 (81)	87 (85)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	9	11
	Girls	6	7	5
	Total	15	16	16
Percentage at NC Level 2 or above	School	58 (71)	62 (93)	62 (82)
	National	82 (81)	86 (85)	87 (86)

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:				
Year	Boys	Girls	Total	
1999	14	19	33	

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	8	10
	Girls	15	13	15
	Total	25	21	25
Percentage at NC Level 4 or above	School	76 (64)	64 (36)	76 (46)
	National	70 (65)	69 (58)	78 (69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	7	6	8
	Girls	13	10	10
	Total	20	16	18
Percentage at NC Level 4 or above	School	61 (72)	48 (75)	55 (75)
	National	68 (65)	69 (65)	75 (72)

1 Percentages in parentheses refer to the year before the latest reporting year

2 Percentages in parentheses refer to the year before the latest reporting year

## 2 Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
Authorised absence	School		4.5
	National comparative data		5.7
Unauthorised absence	School		0.4
	National comparative data		0.3

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2 **Exclusions**

Number of exclusions of pupils (of statutory school age) during		2
the previous year:		<b>Number</b>
	Fixed period	1
	Permanent	0

2 **Quality of teaching**

Percentage of teaching observed which is:		<b>%</b>
	Very good or better	11
	Satisfactory or better	100
	Less than satisfactory	0

## 2 **PART A: ASPECTS OF THE SCHOOL**

### 2 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### 2 **Attainment and progress**

1. By the time they are five-years-old most pupils attain the nationally defined Desirable Learning Outcomes in the six areas of learning specified in national guidance for five-year-olds. Most children enter the school with achievements, which are broadly in line with expectations for their age, and they make sound progress in the reception class such that they are well prepared to tackle the National Curriculum when they are five years old. Teaching is consistently good and in the lessons seen children make good progress but, as they have only recently been attending full-time, their progress over the whole term is judged to be sound. In lessons they often make good progress as a result of the well structured learning environment in which a wide range of carefully planned activities are presented. Children have good listening skills and most can listen to others without calling out or interrupting. Children are articulate and answer the telephone confidently as they take orders and messages in the class toy shop. Their early reading skills are developing well and they read text in unison with the teacher, using loud and soft voices at appropriate points in the story. They are interested in words and notice that 'frog' and 'dog' rhyme and consider why 'said' is not spelt as it sounds 'sed'. Their early writing skills are well developed and they know that stories must have a beginning, a middle and an end. Children are developing a widening mathematical vocabulary and use words such as 'diagonal' accurately. They use real money when working out which articles cost 'more than' and which 'less than' five pence. Children use paint well to create bold self-portraits and their social, imaginative and physical development is fostered as they use the school hall to move dramatically when interpreting a musical version of 'The Night before Christmas'. Their knowledge and understanding of the world is fostered as they make Christmas decorations from salt dough which they bake in the oven to harden before painting them in bright colours. They feel a range of Christmas tree decorations and classify them according to whether they are made from wood, metal, plastic, card or fabric. They use the computers to make colourful pictures and know how to explore different aspects of programs by clicking on the appropriate icons.
2. There are two methods of indicating the school's test and assessment results; one gives points for all pupils who took the tests, which is described in this report as the school's overall performance, and another which gives the proportion of pupils who reach or exceed the national target of Level 2 at Key Stage 1 and the national target of Level 4 at Key Stage 2.
3. In the National Curriculum tests for eleven-year-olds in 1999, pupils' overall performance in English was broadly in line with the national average when compared with all schools nationally and well below average when compared with schools with pupils from broadly similar social backgrounds. In mathematics and science the school's results were below average when compared with all schools and well below average when compared with similar schools. The comparison with similar schools should be treated with caution as it is based solely on the proportion of pupils entitled to free school meals. There is no schools meals service in the county and it is, therefore, difficult to gain an accurate figure for the number of pupils entitled to free school meals. In all three subjects results were better than those achieved in 1998 and much better than those achieved at the time of the last inspection. Until 1999 the school's performance in the tests had been steadily declining.
4. In the National Curriculum tests in 1999, the proportion of eleven-year-old pupils who attained at least the national target of Level 4 in English, was in line with the national average when compared with all schools. When compared with schools that have pupils from similar backgrounds however, pupils' attainment in English was below average. The proportion of pupils who attained the higher Level 5 standard in English was average when compared with all schools though below average when compared with similar schools. In mathematics and science the proportion who attained at least Level 4 and the proportion who attained the higher Level 5 standard was below average when compared with all schools and well below average when compared with similar schools. Inspection findings largely reflect the 1999 test results in English but indicate that there has been an improvement in mathematics and science. By the time they leave the school at the end of Key Stage 2, most pupils in the current group of pupils in Year 6 are on course to attain standards in English,

mathematics and science which are in line with national expectations of eleven-year-olds. The improved standards in mathematics are partly due to the successful introduction of the National Numeracy Strategy and in science are largely due to improved teaching strategies. Teacher assessments in both 1998 and 1999 were greatly at variance with test results. In 1998 teachers were over optimistic and test results were much lower than teacher assessments, especially in mathematics and science. In 1999, teacher assessments were much lower than the test results, particularly in mathematics and science. There are similar discrepancies in Key Stage 1. This indicates that the school's systems for ensuring accurate assessment of pupils' attainment are insecure.

5. In the National Curriculum tests and assessments for seven-year-olds in 1999, pupils' overall performance was in line with the national average in reading and writing and above average in mathematics when compared with all schools. When compared with schools that have pupils from broadly similar backgrounds however, pupils' overall attainment was well below the national average in reading, below average in writing and average in mathematics. The proportion of pupils who attained the national target of Level 2 in reading was well above the national average, in writing and in mathematics it was average. The proportion of pupils who attained the higher Level 3 standard was below average in reading, average in writing and above average in mathematics. When compared with similar schools the proportion who attained Level 2 was above average in reading but below average in writing and mathematics; the proportion who attained the higher Level 3 standard was well below average in reading though average in writing and mathematics. The National Curriculum teacher assessments in science in 1999 show that pupils' results were very low in comparison with the national average. Inspection findings largely reflect the test results; by the end of Key Stage 1, pupils attain standards that are broadly in line with national expectations in reading, writing, mathematics and science. Inspection findings are contrary to last year's teacher assessment results in science partly because teacher assessments underestimated pupils' performance. The results in 1999 were much better than those of 1998 because the group which took the tests in 1998 comprised a high proportion of pupils, well over 40 per cent, who were identified as having special educational needs.
6. The scrutiny of pupils' work and discussions with pupils show that most of them, including those with special educational needs, make sound progress over the time they spend in each key stage. In the lessons seen during the inspection week pupils make mostly good progress in Key Stage 1 and sound progress in Key Stage 2. Teaching has improved and consequently is having a major impact on progress but the improved quality of teaching has not been sustained over a long enough period to have a marked effect upon progress over time. Progress is much more consistent than at the time of the last inspection and there were no examples of unsatisfactory progress in the lessons seen. In Key Stage 1, progress is good in nearly two thirds of lessons seen and in Key Stage 2 it is good in just under a half. Progress is good in physical education and unsatisfactory in information technology at both key stages. Progress in other subjects is sound in both key stages, except in design and technology where progress unsatisfactory in Key Stage 2. Pupils make good progress in swimming. There is no discernible difference between the progress of boys and girls or between progress of the very few pupils from different ethnic groups or those from differing social backgrounds.
7. The National Literacy Strategy promotes sound progress. Lessons are well planned and structured so that pupils are able to make progress in steady stages, moving from one element of language, such as alphabetical order, to working with dictionaries and using glossaries and indexes. They develop a sound understanding of how to use books for finding out information. Pupils use these skills well in other areas of the curriculum, such as when finding out about the lives of the Tudors in history. They use their reading skills well when reading a play about Baboushka where sensitivity to interpret the script is required. Here they show good powers of expressive reading. They use their writing skills well when describing living conditions in Victorian times as part of a project in history. Pupils' speaking skills are developed through role-play, drama and opportunities for discussions but a significant minority of pupils are unable to express themselves confidently and clearly by the age of eleven.
8. Good progress was seen in mathematics in both key stages where the National Numeracy Strategy is beginning to have a positive impact on the quality of pupils' learning. Pupils rise to the challenges presented in the introductory mental arithmetic sessions and make good progress in the quick recall of number facts. Pupils have too few opportunities to use their numerical skills in other areas of the curriculum, such as recording data in science and using skills of accurate measuring in design and technology. Progress is better than at the time

of the last inspection and is now much more consistent. Subject co-ordinators have clear plans of how to make improvements in provision so that the school has a sound basis upon which to build. The school is largely successful in meeting the targets which it has set and in 1999 the target for 20001 was exceeded in English. The targets are however, realistic when considering the composition of the year group due to take the tests in 2001, which comprises a high proportion of lower attaining pupils.

9. Pupils with special educational needs generally make sound progress but in sessions devoted specifically to improving reading, and where trained learning support staff are involved in teaching, progress is good. One initiative designed specifically for lower attaining pupils in Year 3, known in the school as 'Better Reading Partnership', is particularly effective. This intensive ten week course for specially selected pupils, often identified as a result of the Year 2 National Curriculum tests, involves parental support and is exceptionally well administered. The team of three highly skilled learning support assistants work well together and make a significant contribution to pupils' attainment and progress. Higher attaining pupils however, especially at Key Stage 2, are not always provided with sufficient challenge. Expectations of their performance, particularly in English and science, are too low and this results in under achievement. The school is aware of this and seeks to address the issue by grouping pupils in ability sets in Key Stage 2.

#### 14. **Attitudes, behaviour and personal development**

10. The personal and social development of the under-fives is promoted effectively in the reception class. Children gain confidence and relate well to adults and their friends. They work and play happily together and feel secure within the well structured learning environment which has been created. They take a full part in setting up activities and tidying away afterwards. They are adept at remembering to put on aprons for painting or gluing activities. They listen avidly to stories, are well behaved and follow instructions sensibly.
11. Across the school pupils' attitudes to learning and general behaviour are good. Their personal development is satisfactory. The current position is similar to that described in the previous report. Pupils speak positively about school and recognise the help they receive from staff. They are positive about their work and are happy to discuss it.
12. In many lessons pupils sustain good levels of concentration and interest. They are particularly attentive in lessons where they are fully involved in the task, as in a music lesson where all pupils were engaged in playing an instrument and concentrating hard on the pupil who was conducting, to ensure that they played at the correct moment. Pupils are confident in generating ideas in the knowledge that they will be appreciated by the teacher. In a mathematics lesson, for example, a pupil queried why a particular answer had been given and the teacher immediately explained further and developed the point by illustrating it with telling examples. Pupils persevere well in many lessons, even when the work is difficult; they often know when they are being challenged and work hard to achieve their goals. The presentation of their work is not always as good as it could be; nevertheless, many are proud of their achievements and are happy to talk about them.
13. Behaviour in and around the school is good and behaviour in lessons is generally good. There are occasions where the behaviour of a few disturbs the learning of others, but many pupils are good at ignoring minor disturbances. Several pupils who experience difficulty in controlling their behaviour have individual behavioural plans, which include sanctions that are discussed with pupils. These are generally used without further comment from the teacher or protest from the pupil. Outside the classroom the large majority of pupils play well with each other in a friendly and constructive manner. Older pupils are careful around younger pupils. Most parents consider the behaviour of pupils to be good and inspection findings confirm this view. Pupils do understand the expectations of behaviour and the sanctions that underpin it. Most strive to behave well and to meet the standards expected. There was one fixed term exclusion of a pupil last year; the correct procedures were followed.
14. Relationships across the whole school community are good. Pupils are able to work well together, to share ideas and to produce collaborative work. They co-operate well together in a number of different situations from paired work in lessons, such as physical education, to group work as in making 'Christingle candles', a

symbolic Christmas decoration, and whole-class activities such as singing. They also adapt well to working in other groups, such as sports' teams, choirs and drama productions. This is particularly fostered by the large number of extra-curricular activities provided by the school. Pupils respect adults and are generally polite and helpful. They answer questions confidently and engage willingly in general conversation.

15. Pupils' personal development is satisfactory. They listen well to each other and generally do not interrupt. They are sometimes able to discuss matters between themselves, although this is too frequently done through the teacher who takes opinions from several pupils separately. There are examples of pupils being given a limited range of responsibilities. An older pupil takes the register to each classroom at the start of the session; it is returned to the office by a member of the class. The milk is taken to classes by pupils and the lunch boxes are returned to classrooms after lunch by older pupils. During the inspection there was a good example of independent work being undertaken by part of a class of older pupils, who were set investigative work to carry out, whilst the teacher was with the rest of the class elsewhere. There are, however, too few opportunities for pupils to take responsibility around the school, for pupils to use their initiative and to develop the skills of finding things out for themselves.

20. **Attendance**

16. Attendance at school is good. The rate of attendance is above the average for primary schools and both the authorised and unauthorised absences rates are lower. Unauthorised absences have increased since the previous inspection. However, this is the result of the school applying rigorously its policy on lateness and the reporting of reasons for absence.

17. Pupils generally arrive at school on time. Those arriving after the register has been called must report to the office and fill in the late book, giving the reason for their lateness. This is monitored by the school secretary and letters sent, if necessary, to remind parents of the need for punctuality. Lessons throughout the day start promptly.

22. **QUALITY OF EDUCATION PROVIDED**

22. **Teaching**

18. Overall teaching is at least sound in all lessons; it is good or better in three quarters of lessons and it is very good, and occasionally excellent, in a tenth. In both key stages teaching is good in English, mathematics, religious education and history; in Key Stage 1 it is good in science and sound in design and technology. Teaching is sound in both key stages in art, music and physical education. Teaching in science at Key Stage 2 is sound. There is insufficient evidence upon which to make judgements on the teaching of geography at both key stages or on teaching in design and technology at Key Stage 2. The teaching of information technology is unsatisfactory at both key stages. While there were examples of several successful lessons in information technology, the subject is not taught systematically and not enough time is devoted to teaching the National Curriculum Programmes of Study which are, therefore, not covered. Skills are not taught cumulatively and equipment is unsatisfactory. The National Literacy Strategy and the recently introduced National Numeracy Strategy are taught well and this promotes good progress in literacy and numeracy. In Key Stage 2, the setting of pupils in broad ability bands helps to focus teaching more effectively to meet pupils' widely differing stages of development in each class. The quality of teaching has improved greatly since the time of the last inspection when a fifth of teaching was unsatisfactory.

19. Teaching for the under-fives in the reception class is good. The children in the reception class benefit from a very well structured learning environment. Learning areas for different types of activity are clearly defined. The teachers and the learning support assistants work closely together as a team and all share their ideas in planning meetings where appropriate activities are thoroughly discussed and carefully thought out. Teaching is good mainly because the team work so closely together and a good ratio of skilled adults to each group of children is maintained. Each activity is carefully planned. Assessment of pupils' development is used well to plan the next steps in learning. Work is carefully matched to the needs of all pupils, including those who

require extra learning support. The teacher uses good questioning strategies to assess levels of understanding and to extend thinking. The teacher keeps detailed notes on each child's response and daily progress. The good teaching enables the children to make sound and often good progress.

20. Teaching in Key Stage 1 is mostly good and it is very good in nearly an eighth of lessons. The generally good teaching promotes good progress. Classrooms are well organised for effective learning. Teachers generally have appropriate expectations of pupils' performance and behaviour. Very effective teaching for the pupils in Year 1 was seen in mathematics and was based on precise detailed planning, careful grouping of pupils according to their stages of development and the provision of appropriately challenging tasks for all. Here, a good strategy involving pegging numbers to a washing line was especially effective in the introductory whole-class session. In this lesson, opportunities were seized to extend learning as, for example when studying the gaps left between a sequence of numbers was explored. A guessing game to determine which number between, say 2 and 6, a pupil held, stimulated enthusiasm.
21. Teaching in Key Stage 2 is mostly good and in a nearly a tenth of lessons it is very good, occasionally excellent. Very good teaching in music was seen in Years 3 and 4 where the teacher's good knowledge of the subject and enthusiasm heightened pupils' enjoyment in learning. Here the teaching was precise and imaginative. The lesson involved the exploration of rhythm and rhythmic patterns and creating a pattern of notation to record compositions. It culminated in listening to an audio tape of pupils' rhythmic compositions which pupils had composed and played according to their own notation. Very good teaching was seen in English where pupils were challenged to create a play script based on the story of the three little pigs. Here an element of real purpose heightened interest and pupils became thoroughly engrossed in writing effective scripts. Here, as in many other good lessons, the learning objectives were shared with pupils at the beginning of the lesson and consideration of how effectively they had been achieved was discussed during the review session at the end of the lesson. Teachers' planning is generally good and the management and control of pupils is generally good. Warm relationships are a feature of effective teaching in the school as this encourages pupils to feel secure and to develop confidence. Teaching is less effective when questioning strategies do not challenge and extend pupils' thinking. This occurred in a significant number of lessons where teachers' questions required only one word answers. Where teachers used good questioning strategies and were prepared to wait patiently while pupils struggled to sort out their thoughts and their answers, progress in speaking and thinking was enhanced. Most pupils are encouraged to attain satisfactory standards but expectations of their performance are often too low and many could do better.
22. Teachers have generally a sound knowledge and understanding of the subjects that they teach, though for some, their confidence in music and information technology is insecure. Most teachers usually have appropriate expectations of pupils' performance though there are instances where expectations are too low and this leads to underachievement. Lesson planning is mostly good and the best plans always take account of the pupils' widely varying stages of development in each class though there are inconsistencies in the quality of planning. Planning in several classes does not always take account of pupils' different abilities or ages and so learning tasks are not always closely matched to learning needs. There is little evaluation of how successful the plans have been. Pupils are usually managed well and positive attitudes to work are promoted successfully. Lessons start on time, progress at a reasonable pace and resources are used appropriately. Teachers use the white boards well. Teaching is not so successful when not linked to a specific purpose. Pupils were required to draw photocopies of drawings in history for example, but no particular reason for doing so was given and the activity was not related to any real situation where this skill might be required. Teachers mark pupils' work carefully and the best marking includes details of how pupils might improve their work. The presentation of pupils' work is inconsistent and teachers have not developed a whole-school, concerted approach to ensuring that neat and tidy work is achieved. Homework is set regularly and makes a good contribution to pupils' progress and attainment.
23. The teaching of pupils with special educational needs at both key stages is mostly sound in the class and good in withdrawal groups and overall promotes satisfactory progress in learning. A team of three exceptionally skilled learning support assistants use their initiative well to determine the best learning environment for pupils. Often they judge that the needs of individuals would be served best by supporting them in the classroom. There are occasions where they judge that withdrawal to a learning support room would be preferable. This highly skilled team administers a range of analytical tests to check on pupils' progress and use

the information provided by the tests to adjust pupils' learning programmes. There is a tendency in some classes to leave provision for pupils who need extra learning support to ancillary staff and consequently teachers' plans do not identify how these pupils are to be supported. In several of the lessons seen, teachers did not take sufficient account of pupils' particular learning needs and on occasion such pupils struggled to keep up with the others. Where good teaching for pupils with special educational needs was observed, the learning objectives were clear and the learning support assistant was deployed well by the class teacher. Individual educational plans are good and set appropriate and specific targets for pupils to make progress according to their particular needs. Work is planned with appropriate reference to targets, which form part of the pupils' individual educational plans. This represents an improvement since the last inspection. There are adequate resources for pupils with special educational needs and these are used well to support their learning.

24. There is no teaching and learning policy that includes clear criteria against which the school can evaluate the quality of teaching. Teachers have insufficiently clear direction on how to improve their practice. The teaching force of the school are hard working and skilled practitioners and they are supported well by the efforts of classroom assistants. They are keen to further enhance the quality of teaching and so the school is well placed to improve standards further. Teaching is monitored on an informal basis. There is however, a lack of clear leadership and guidance on how to improve teaching. This leads to inconsistencies in the quality of teaching across the school.

29. **The curriculum and assessment**

25. Overall, the school provides a satisfactory curriculum, which is generally broad and balanced. It includes all subjects of the National Curriculum and religious education. However, the curriculum for information technology is unsatisfactory and does not meet the requirements of the National Curriculum. It does not cover all areas of the Programmes of Study or provide an adequate allocation of time for pupils. Planning for geography is sound but it is difficult to assess actual coverage of the curriculum and pupils' progress because of the way in which it is taught within topics. The school follows the local education authority's agreed syllabus for religious education satisfactorily. The policy and guidance on sex education is satisfactory and is appropriate for pupils of this age. The curriculum generally meets the school's aims and pupils are well prepared for the next stage of the National Curriculum. Health education and the teaching of drugs awareness form part of the school's sound programme for personal and social education.
26. The curriculum provided for children aged under five is good. It is broad and balanced and covers all the desirable areas of learning. However, there is insufficient provision for safe outdoor play. Good emphasis is given to the key areas of social development, language and literacy, and mathematics and the curriculum provides a firm foundation for transition into the National Curriculum. Planning is good. Termly and daily lesson plans are of a high standard and clearly identify what children are expected to learn. Baseline assessments are used well to set targets and these are regularly reviewed during the year to track progress.
27. Long-, medium- and short-term planning has developed well since the last inspection. Plans follow a consistent format and now include opportunities for assessment and evaluation. Learning objectives and assessment opportunities are clearly identified. However, the good practice of many teachers is not followed throughout the school. Weekly and daily planning by some teachers do not link assessment opportunities with the learning objectives. Planning does not always take account of pupils' different abilities or ages. The success of lessons is not always evaluated. A number of teachers are insecure when using the National Numeracy Strategy planning sheet to plan for different ability groups. All subject co-ordinators appropriately receive copies of planning in order to monitor coverage of the Programmes of Study and teaching and learning. However, not all have as yet taken advantage of the limited opportunities to monitor in the classroom to ensure that the planned curriculum is being taught effectively. Not all co-ordinators take advantage of opportunities in staff meetings to convey their findings and the information they have gathered. Teachers' short-term plans clearly identify learning outcomes and objectives but the success of lessons is not always monitored.
28. Provision for literacy and numeracy is satisfactory. A suitable proportion of time is allocated to the teaching of literacy and numeracy to help achieve the school's commitment to raising standards, and sufficient time has been allocated to other subjects to enable them to be taught to an appropriate depth. Sound policies are now in

place for the full range of the curriculum and this is an improvement since the previous inspection. Nationally available schemes of work have recently been adopted for many subjects but have yet to make an impact, especially in information technology, design and technology and science. The new schemes ensure that teachers plan activities which build systematically upon what pupils already know.

29. The curriculum provides equality of access and opportunity for most pupils to make sound progress. There are occasions, however, when pupils are not sufficiently challenged and consequently there is a degree of underachievement, especially among higher attaining pupils. Pupils' intellectual, physical and social development is good. Pupils' personal development is satisfactory. However, opportunities are missed in some classes to develop pupils' independence. The curriculum for pupils with special educational needs is sound overall and complies with the requirements of the Code of Practice. Pupils individual education plans are well written are of sound quality. Classroom assistants and voluntary helpers are well briefed by the class teachers and give lower attaining pupils good support.
30. The provision for extra-curricular activities is very good and has been maintained since the previous inspection. There are a number of sporting and cultural activities for both genders which enrich the curriculum. For example football, rugby, cross country running, short tennis, swimming, chess, choir and opportunities to learn to play musical instruments. The number of pupils taking up these activities is very good. A large number of teachers give significant amounts of their time to these clubs. There is a residential visit for pupils in Years 5 and 6 to Bude and a residential visit to Normandy. The curriculum is also enhanced by regular visits to places of interest and by visitors to the school.
31. The assessment co-ordinator has worked hard to develop the procedures in the school. There are satisfactory procedures in place for assessing pupils' attainment at the end of a topic or new concept, especially in English and mathematics. Assessment of reading and the setting of targets, for example in home-school reading books, is under developed. Satisfactory use is being made of statutory and non-statutory standardised tests throughout the school in English, mathematics and science. These are providing a sound basis for monitoring pupils' attainment and progress. Self-assessment by pupils of information technology skills has recently been introduced but has yet to make an impact on standards. As a 'focus school' for numeracy, assessment in mathematics is developing well. Moderation of work to ensure teacher assessment is correct is beginning to take place. Assessment to inform planning and to track pupils' progress in the foundation subjects and religious education is unsatisfactory. There is no coherent approach for each subject. Pupils with special educational needs have specific targets on their individual educational plans which relate to literacy, numeracy and behaviour. These are monitored and reviewed regularly. As highlighted in the previous report, assessment is not consistent throughout the school. The good practice in many classes is not replicated throughout the school. All pupils are now involved in personal termly target-setting and in some self-assessment but it is limited and varies from class to class. Pupils' records are kept in a suitable form and are accessible. A portfolio of work is being established for each pupil which tracks progression. Some subject co-ordinators are developing sound portfolios of annotated work to provide moderated examples of pupils' levels of attainment. However, this is not happening in all subjects and work that is kept is not always levelled accurately.
36. **Pupils' spiritual, moral, social and cultural development**
32. The school makes good provision overall for pupils' spiritual, moral, social and cultural development and has developed satisfactorily since the last inspection. There are particular strengths in providing for pupils' social development. However, there is no policy to guide this provision and make sure that each pupil receives their entitlement and there is no basis for evaluation.
33. Provision for spiritual development is satisfactory. The daily act of collective worship meets legal requirements and makes a major contribution to pupils' spiritual development. Assemblies are held in whole-school, key stage and class groups and centre round a weekly theme. Lead staff and visitors follow a consistent formula which includes hymns and prayers, consideration of others and reflection of feelings and celebration of work or contribution well done. Pupils respond well to these opportunities and show an increasing maturity as they progress through the school. Pupils have opportunities to learn about beliefs and values in the Christian and other religions in their lessons in religious education. These lessons provide good opportunities for pupils to

reflect on what is important in life. There are occasional contributions to spiritual development from other subjects, as when reading aloud in English or when talking in 'circle time', a special time when pupils gather together to reflect on important issues, or during personal and social education. Spiritual development is not, however, an area which is well planned for in the curriculum.

34. The school makes good provision for teaching pupils right from wrong and promoting their moral development. Teachers emphasise appropriate rules for behaviour and pupils draw up their own. Pupils have clear guidance on right and wrong and why some behaviours are unacceptable. Teachers provide opportunities for discussion and thinking about 'doing the right thing' in a variety of ways. This develops well from individual decisions in Key Stage 1 to considering wider moral issues in Key Stage 2, for example the moral dilemmas in deforestation or pollution. Older pupils are also asked to draw up their own targets for improving their attitudes and behaviour.
35. Provision for social development is very good and is a strength of the school. From the earliest years, pupils are encouraged to work well together in daily routines, in learning activities and through links with parents and the wider community. Pupils work in pairs or small groups, listen to each other, share books and resources and produce things together, for example 'Christingles'. They take on increasing responsibilities for helping with daily routines. Teachers provide many additional opportunities for social development through extra-curricular activities, including a wide range of team games and musical activities where pupils learn to be part of different groups and widen their social circle. This is further enhanced by the strong and well-developed links the school has with parents and the wider community. Pupils learn about this additional social dimension on the many occasions they make visits, talk or work with other adults in a variety of roles, for example the local vicar, museum staff, governors or the local historian. Adults set good examples to pupils and act as good role models. Pupils in all years are encouraged to speak with confidence, value the contributions of others and try to help those less fortunate than themselves. There is a well-established tradition in the school of charity fund-raising for both local and national charities. Although pupils' social development is a strong feature of the school, there is still room for improvement in terms of encouraging pupils to take initiative and take greater responsibility for their own learning.
36. Teachers provide sound opportunities for pupils to learn about their own cultural heritage and that of other countries. Pupils learn through books, plays and music in a variety of styles and from European and wider world cultures such as China or India. They visit museums and learn about how life in Britain was different in the past. They meet with visitors from other countries and investigate how other people live, work and relax. Members of the choir sing for the local community and wider afield, for example Wells. Teachers plan a range of activities to give pupils experiences of multicultural Britain, for example through talking with visitors from different faith groups.
41. **Support, guidance and pupils' welfare**
37. The school's provision for the support, guidance and welfare of its pupils is good. The position is similar to that in the previous report. The ethos of the school is such that pupils feel safe and secure; many Year 6 pupils said they do not want to leave; they like it here! All staff are accessible to and supportive of pupils; they are responsive to both their personal and academic needs. Pupils speak of the approachability of staff and the help they receive from them with any problems.
38. The school's procedures for recording and monitoring progress are satisfactory overall. Whilst there are some good examples of written day-to-day assessment being used to amend the next, or future lesson, there is no systematic method of recording progress that gives a clear picture of what pupils have grasped and that leads to effective future planning. The marking of pupils' work is variable, but there are occasions when it gives good pointers as to how pupils can improve their work. Verbal comments to pupils in lesson are always encouraging and are valued by the pupils. Good ideas and opinions are praised; they are sometimes used as a starting point for discussions. Targets are set for individual pupils; these may relate to either academic matters or to attitudes shown. Support for those pupils with special educational needs is good. Satisfactory support from other agencies is available to the school and this is used well to guide the work of those involved with supporting pupils with additional needs. There is termly support for a pupil with visual impairment and support has been provided for pupils experiencing difficulties with their behaviour.

39. The school has good procedures for recording and monitoring attendance. Absence sheets are produced weekly which identifies absences for which no reason has been given. If no written information is forthcoming, appropriate letters are sent with reply slip attached. Unauthorised absence figures are recorded on pupils' annual reports.
40. The school has well-developed procedures for monitoring and promoting discipline and good behaviour. The school's policy on behaviour is short and clear, setting out clear expectations. Pupils are aware of it and the high expectations of behaviour underlying it. They speak of the policy being consistently applied and that they behave because they do not want to get into trouble. The sanctions, which culminate with their parents being involved, are well known to them. The school's behaviour policy and strategies are part of the pack sent to parents prior to their child's entry; they are expected to sign it to show their agreement. No incidents of bullying were observed during the inspection. Pupils know that they must tell a member of staff if they are having any such problems; these are generally well handled.
41. The school has good procedures for child protection that follow locally agreed guidelines. Staff are made aware of the action they need to take if they have any concerns through a booklet produced by the designated teacher. Staff are very vigilant in this area.
42. The school takes care to protect its pupils. Pupils are well supervised when out at play and on trips away from school. Any accidents and first-aid treatment are correctly recorded. Appropriate safeguards are in place in such lessons as physical education, with the safe moving of equipment and in design and technology lessons with the safe use of tools. Fire alarms and appliances are tested regularly and fire drills held. There are concerns that the fire alarm can still not be heard in all classrooms.
- 47.
47. **Partnership with parents and the community**
43. The school's partnership with its parents is good and that with the local community is very good. The school works hard to develop and promote a good relationship with parents, starting with a visit from the reception teacher to the parents before their child starts in school. The school has an 'open door' policy, which means that staff are prepared to see parents at any convenient time, either formally or informally. Many parents were observed during the inspection speaking with staff on a range of subjects before and after school. Those parents said that staff are approachable and helpful in a number of different ways.
44. The quality of information provided for parents is good. Parents receive an annual report on their child. It is generally of good quality, giving information on what the pupil has learnt and in some cases giving general ways in which work and progress could be improved. Where appropriate, there is sometimes mention of the good support received from home. Reports to parents meet statutory requirements but targets are not always set and pupils are not fully involved in considering how they might improve their work in future. The quality of the reports is not consistent. Other information is provided on a need basis; letters are sensibly numbered so that parents can see if they have received all the letters. Parents receive a topic sheet each half-term which tells them what their child will be covering. Meetings are held regularly with parents. There are regular formal parents' evenings, especially after reports have been sent out; parents are asked to arrange others meetings with teachers as necessary. The school operates an open door policy. It is as flexible as it can be in meeting parents at a time convenient to them to try to ensure that problems are dealt with quickly. The school has successfully introduced a home/school agreement that is also signed by the pupil.
45. Parental involvement in their children's learning is good. Parents were observed helping with the making of Christingle candles; other parents come in to help with cooking. Support in the classroom is mainly in the lower part of the school. An enterprising scheme, organised by a member of the school's support staff, to raise reading standards amongst the pupils is well supported by a committed group of parents, who give regular time to this. A rota of mothers come in after school each day to change the younger pupils' reading books; this helps to relieve pressure on the teachers. There is a flourishing Parents', Teachers' and Friends' Association that actively and successfully raises considerable sums of money for the school. This enables the school for

example, to use their own swimming pool during the summer and to provide additional money for such items as furniture for the library.

46. Very good links have been established with the community. The school has good relationships with the local playgroups with joint discussions taking place to ease the transition into school. There are also good links with local secondary schools, with visits made to each to help the move to the next stage of education.
47. Visitors are always welcome in school. The school has good links with a local historian who is also a school governor, and other local residents who have come in to talk about, for example being an evacuee. Visits have been made to the school by the police with their dogs and cars and by a paramedic parent with his ambulance. The school supports the local poppy appeal each year and is also involved in maintaining the graves of servicemen whose families are unable to do this. Recently, recorder players performed at the local rogation procession and the choir took part in a Christmas service at Wells Cathedral. The summer and Christmas fayres are held in the village hall; these are well supported by the local community. The recent one was very successful in raising money for the school. Pupils also raise money for charities; recent ones supported include the national charities of Children in Need, Barnardo's and Cancer and Leukaemia in Childhood trust, and the locally based Yeovil Night Shelter. Pupils take part in many local sporting events with other schools and also support the village by taking part in the local flower show. News about the school appears in the parish magazine. The school's drama and music productions are appreciated by everyone. The biannual one that relates to the World War Two topic and to which local people are invited, is especially enjoyed.

## 52. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### 52. **Leadership and management**

48. The governing body provides sound management and ensures that legal requirements are met. It delegates the day-to-day running of the school to the headteacher, who in turn delegates responsibility to the deputy headteacher and curriculum co-ordinators, who give good leadership and promote most of their areas of responsibility successfully. Whilst the leadership and management of the school are satisfactory overall, there are certain shortcomings in the management of the curriculum. The headteacher does not provide clear educational direction aimed at raising standards and the school lacks a co-ordinated approach to identifying its strengths and weaknesses so that it can identify areas for improvement. There is an imbalance in the delegation of curricular responsibilities; the deputy headteacher has taken on too much responsibility and the headteacher has too little involvement in curricular development and the process of raising standards.
49. The school has produced a detailed development plan which is intended to give direction to the work of the school and the governors have also produced guidelines for the school's development. The school's development plan includes action plans prepared by all subject co-ordinators which detail how they intend to develop their areas of responsibility. It has many good features, such as details of personnel responsible for ensuring action and for monitoring developments, cost implications and success criteria. The plan is, however, too diffuse and does not focus clearly on precisely which area of the curriculum is being developed at any given time. The tasks described in the action plans do not refer explicitly to the raising of standards and the success criteria do not always indicate how success will be assessed in relation to how far standards have been improved. The plan for the development of science at Key Stage 2, for example, indicates that a priority is the monitoring of teaching and states that the success criterion is, 'Lessons observed by co-ordinator are guided by schemes and are AT1 based'. It does not indicate how any improvements in teaching will be evaluated nor how, as a result of the initiatives taken, any improvement in standards will be measured.
50. The monitoring and evaluation of the school's provision is unsatisfactory because it is not sufficiently methodical. There is no formal annual school review of developments where the success of the school's initiatives are evaluated in terms of how they have improved provision and contributed to the raising of standards. The monitoring of teaching and learning is not conducted systematically. There are no clear criteria against which to evaluate the quality of teaching. The school does not have effective systems to evaluate its strengths and weaknesses effectively in order to identify areas for improvement. The recently adopted co-

ordinators' files give good guidance on beginning the process of self-evaluation but they have as yet had little positive impact. The school lacks a focused, co-ordinated drive designed to raise standards. Time for teachers to be released from their classes to monitor, evaluate, identify weaknesses and take action to ensure improvement has been included in this year's budget. Each co-ordinator has been allocated a half day each term to monitor provision. There has been effective monitoring and evaluation of the implementation of the National Numeracy Strategy when the co-ordinator observed colleagues' practice and offered advice. This provides the basis of a good model for further development.

51. Equal opportunities for most pupils have been secured and they have full access to all areas of the curriculum as well as extra-curricular activities. There is a good policy for special educational needs and the co-ordinator has devised a very helpful action plan for development of this aspect of the school's work. There is a well-informed governor with particular responsibility for the special educational needs work of the school and she is developing an appropriate monitoring and 'critical friend' role in close co-operation with the special educational needs co-ordinator. Support from external agencies is well managed and there are regular meetings with the educational psychologist and the local education authority's learning support team.
52. The governing body created an action plan designed to tackle the main issues raised at the time of the last inspection. The school has been largely successful in resolving the issues raised in the last inspection report. There is now a better structure to monitor to assess developments in the subjects of the National Curriculum. There is now a better match of teaching to the needs of pupils and attainment and progress in the early years has been improved. Assessment data is now used more effectively to monitor progress. A start has been made to ensuring that curriculum co-ordinators are more effective in raising standards. The school has struggled to resolve the key issue regarding its unsatisfactory accommodation but despite visits from the member of parliament and representations to both central and local government little has been achieved. Staff have themselves repainted areas of the school and water has been piped to the temporary hatted classrooms but most classes are still housed in poor accommodation.
53. The governing body is increasingly involved in the development of the school. Hitherto, school development planning has not been at the forefront of governors' minds partly because they have been preoccupied with the difficult decisions associated with managing a falling budgetary allocation. The last inspection report indicated that the governing body was not in a good position to monitor and evaluate the school's performance. Governors are now in a better position to give strong and able support and their role in monitoring the school's performance has improved. The appointment of a deputy headteacher is a particularly significant improvement since the time of the last inspection when no deputy was in post. The deputy headteacher analyses the school's test data and gives governors good information about the school's performance. Governors work in closer association with the headteacher who welcomes the developing sense of teamwork, which the governors promote. There are still areas for improvement. Governors have a separate set of aims from the school's aims for example, and a separate statement concerning the school development plan. The school is largely successful in meeting its aims and most of its policies are being implemented satisfactorily. An ethos has been developed which is rooted in a desire to improve standards but the means to create improvements lack clarity and cohesion. The headteacher is insufficiently involved in curriculum development. The school has, however, a committed teaching and support staff, supportive and increasingly effective governors and has established a sound foundation on which to make further improvements.
58. **Staffing, accommodation and learning resources**
54. The school has a satisfactory number of teachers for the size of the school and the curriculum. Teachers are appropriately qualified and experienced for their teaching and co-ordination roles.
55. The number of support staff is better than in most schools of this size. Learning support assistants and ancillary staff provide good support, particularly in literacy and numeracy lessons and in providing intensive support in small groups withdrawn from lessons.
56. Arrangements for professional development are satisfactory overall but there is a range of strengths and

weaknesses. The administration of arrangements is sound and delegated funds are managed well by the staff development co-ordinator and the school secretary. The school has made good use of funding to support training in assessment arrangements. New staff are given effective mentoring by the deputy headteacher and the staff handbook provides additional guidance. The senior management team tries to balance the needs of curricular development with individual staff requests. The weakness however, lies in the identification of training needs which is not based on observation and analysis of teaching. As a result this aspect of school development planning lacks focus. Procedures for appraisal or annual review have lapsed and this is a deterioration from the previous inspection report.

57. Since the previous inspection in 1996, there have been improvements in accommodation and resources to support learning but the overall provision remains unsatisfactory. Accommodation for physical education is good. There is a small trainer swimming pool and the hall is well equipped to serve as a gymnasium. There are sufficient fields and hard play areas. Other aspects however, are less than satisfactory. Resources to teach design and technology are inadequate. There is a small food preparation area that is used well for food technology but there are few well-equipped tool boards in classrooms. The majority of classes are accommodated in temporary, pre-fabricated mobile huts. These hatted classrooms are small for the size of classes and this prevents the flexible use of space, for example when arranging group reading during the literacy hour. Conditions are particularly cramped for the older pupils. There are class libraries but they are not well developed and their use is limited, partly because of the lack of space. There has been little improvement in the mobile classrooms since the previous inspection report. Water is now available in all rooms but the toilets smell and the whole environment is bleak and unattractive, despite the best efforts of staff through a good range of high quality displays. Teaching staff have themselves painted the interiors of their classrooms. The library is too small to display books effectively or for whole-class groups to use it, although staff have worked hard to make it more attractive and comfortable.
58. There is no secure outdoor play area for the under-fives. The playground is uneven and collects water in drains by the doors. There is a limited amount of playground markings for games and an old wall mural is fading. The diverse nature of accommodation detracts from a whole-school identity. It is difficult for Key Stage 2 teachers to work together when classes are at opposite ends of the school grounds. There are no corridors in the school and to avoid disturbing others pupils and teachers move round the outside of the school. This is particularly unsatisfactory in wet and cold weather.
59. Resources for learning are unsatisfactory. This is a deterioration since the last inspection report and reflects several years of financial stringency, budget cuts and a shrinking allocation of funding as a result of the school's declining roll. There are considerable variations in the quality and quantity of resources for different subjects. There are good resources for physical education, both in terms of accommodation provided and games equipment available. Teaching staff have attended coaching training sessions which culminated in the presentation of sports bags full of equipment for specific sports, such as short tennis, for example. By contrast, resources are unsatisfactory for the under-fives because the number and quality of books is unsatisfactory and there is no large outdoor play equipment, for example wheeled vehicles.
60. There is a satisfactory quantity of books for most subjects; the school was not able to provide details of the total number of books, but from observation many are several years old and in need of replacing. There are a reasonable number of video tapes but very few CD Roms. There have been improvements to the quantity of artefacts for religious education but they are still somewhat limited. There are satisfactory numbers of dictionaries but limited maps, atlases and globes.
61. Provision is unsatisfactory for both information technology and design and technology. Although the school now has a dedicated room for information technology, much of the equipment is aged, computers are not of a high enough standard and about half of the machines are no longer reliable. The number of working and effective machines is below average. Teachers tend to divide classes into small groups to use the computers and this severely restricts the amount of time pupils have to develop their skills. The school does not have enough tools and resources to teach the full range of designing and making activities in design and technology using wood, plastic, metal, card or food.

66. **The efficiency of the school**

62. The school is efficiently run and, with few exceptions, limited resources are used appropriately. The governing body have used their discretionary powers to adjust the salaries of staff but they have not established any clear criteria for assessing the performance of personnel. The headteacher and governors are beginning to develop sound structures and working practices to plan, manage and monitor the school's finances. This follows a period of uncertainty during which governors were not all fully involved in the school's development. The last inspection report concluded that, 'The setting of clear targets for the school's performance is not yet a natural part of the developing teamwork between staff and governors'. The school now has some broad outline targets but specific short-term targets for improvement are still not fully in place. The finance committee meets regularly to review expenditure and assess future needs but is still not in a position to provide clear data to demonstrate cost effectiveness. Spending is monitored effectively by the headteacher and the chair of the finance committee. The school administrative officer provides the governors with statements of the school's account and keeps all school accounts meticulously.
63. The school's account is in balance with a small contingency reserve planned. Cost-effective measures and success criteria are being developed to ensure that the school spends its money wisely and that wastage is kept to a minimum. Success criteria are not linked firmly enough to improved standards. This makes it difficult for governors to demonstrate how the school provides value for money. Governors are planning to monitor the overall effects of spending decisions on standards though this has not hitherto been tackled systematically. Teachers paint their own classrooms to keep down costs and the school collects vouchers, issued as part of commercial advertising campaigns, to exchange for items of equipment. The PTFA raises considerable funds each year which are used well to supplement the school's resources and parents also offer valuable voluntary help in school.
64. The funds set aside for pupils' special educational needs are generally used well to support their full access to the curriculum. The special educational needs co-ordinator is very effective and efficient. Most of the funding which the school receives for pupils with special educational needs is used to employ learning support assistants. Some of these have become highly skilled and give very effective support. However, the role of the paid student helpers is not well defined and the liaison between them and the classroom teacher is inconsistent. This sometimes causes inefficient use of an important resource and pupils do not always get the support they need.
65. Day-to-day financial control is satisfactory and improving. The school administrative officer provides valuable support by ensuring that teachers check delivery notes and that invoices are properly authorised. She ensures that records of daily expenditure are maintained on the computer. The few recommendations of the most recent audit are being implemented.
66. Accommodation is generally used well though the library is not used much and some of the stock is old and not appropriate to today's curriculum. The management of learning resources is satisfactory. Subject co-ordinators manage their own budgets, which are based on the subject development plan. The use of computers is little better than it was at the last inspection and governors have been unsuccessful in resolving the inadequate provision. The day-to-day administration of the school is effective. It is flexible and responsive and enables teachers to teach and pupils to learn.
67. The budget is spent wisely for the pupils' benefit. Costs for each pupil are in line with the shire county average. Taking into account the intake and the overall standards pupils attain by the time they leave the school and the clear signs of improving test results, the school provides sound value for money. This finding is similar to that of the last report.

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

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

68. Children join the reception class at the start of the year in which their fifth birthday falls. Prior to starting school most have experienced some form of pre-school education in local nurseries or play groups. There are eighteen children in the reception class, twelve of whom were still under five at the time of the inspection.
69. The educational provision for children under five is good. On entry to the school achievements are in line with expectations of children of a similar age. Children are initially assessed using approved baseline assessment procedures. A broad and balanced curriculum is taught which imaginatively covers the six areas of learning recommended in national guidance. Pupils make sound progress in all areas of learning. They are prepared well to tackle the National Curriculum when they reach the age of five. This is an improvement since the last inspection. There is satisfactory liaison with the Key Stage 1 teachers and efforts are made use similar teaching methods to promote good continuity in children's learning.
70. By the time they are five the majority of children reach the Nationally Agreed Desirable Outcomes for five-year-olds in the six areas of learning specified in national guidance. There is no significant difference in the progress of children from different backgrounds or different genders. No children have been identified as having special educational needs in the reception class. Children with differing levels of prior attainment all make satisfactory progress. When they start school some children are nearly five years old and others are only just four years old. Regardless of their different dates of birth all children start school on a part-time, mornings only basis and at the time of the inspection were still adjusting to spending the whole day in school. Teaching is consistently good and in the lessons seen children make good progress but, as they have only recently been attending full-time, their progress over the whole-term is judged to be sound.

**Personal and social development**

71. Children make good progress in personal and social skills and by the time they are five the majority of children reach the Nationally Agreed Desirable Outcome for five-year-olds in this area of their learning and a substantial minority exceed national expectations. They help to write the class rules, which are framed in terms of what makes them happy, and what makes them sad. Their social development is fostered by thinking about children in need and this year they make biscuits to sell for the 'Children in Need' appeal. They are sad when they think about children who have no mummies or daddies. Towards the end of their year in the reception class, children visit the local playgroups to tell prospective newcomers what school is like.
72. Children listen attentively and most take turns in discussions. When children were creating playdough star shapes they worked painstakingly and with good concentration until they had completed the task. Children behave very well, co-operating with each other in, for example, outdoor play. They form good relationships with each other and with adults. By the time they are five children behave confidently towards visitors to the reception class and they attend well to their own personal needs, like dressing and undressing for physical education.
73. The teaching of personal and social development is sound. The teacher encourages pupils to co-operate in imaginative play in the class toyshop or when the role-play area is turned into a hospital. She has high expectations of children's behaviour and promotes personal and social development through praising children for behaving with consideration for others. Routines for the personal and social development of children are well established in each activity and they effectively support the children's sense of security and growing confidence.

## 78. **Language and literacy**

74. The provision of language and literacy is good and children at all stages of development make sound progress in this area. By the age of five children achieve the Nationally Agreed Desirable Learning Outcome for five-year-olds in language and literacy. By the age of five they listen well and several can speak fluently and articulately, using a wide vocabulary. Most have a well-developed sense of humour which is encouraged effectively by the teacher. By five years of age the children recognise their own name, the letters of the alphabet, their associated sounds and some words. Children enjoy books, understand how books are organised and they can discuss them well. Children have a good understanding of the structure of books and identify the title, the author and the beginning and end of the book. They sound out individual letters and read some words. Children play write at length and they use 'writing' in a variety of role play situations, for example when taking customers' orders in the toyshop. Older children write their name, write upper and lower case letters and use some words in their play writing.
75. The teaching of language and literacy is good. The teacher has good knowledge of the subject and asks challenging questions to extend children's understanding and selective questions to bring in those who are more reluctant to contribute. She waits patiently for children to articulate their thoughts, giving them plenty of time to form their responses to questions and discussions. The teacher makes very good use of her individual assessments and plans carefully to meet the literacy needs of every child, deploying the classroom assistants effectively to provide additional speaking and listening support in writing activities, for example. The teacher uses opportunities to develop children's language throughout all the activities by introducing appropriate vocabulary as when examining the feel and smell of different types of evergreen foliage. She continually models good language as she interacts with children and draws children's attention to their names, letter sounds and shape and to words. Children read the text of 'Big Books' in unison and are developing the idea of reading with expression as they read large bold type loudly and small faint type softly. The classroom assistants do not always grasp opportunities to develop speech and extend vocabulary when working with small groups of children. All the children have a book bag and take books home each day.

## 80. **Mathematics**

76. Children under five make sound progress in mathematics and by the time they are five the majority of children reach the Nationally Agreed Desirable Outcome for five-year-olds in this area of learning. Development of early mathematics takes place through a balanced programme which covers the areas of number, shape, space and pattern. Children develop mathematical skills through a range of practical activities across the curriculum like sorting animal shapes according to size, colour and type and by changing the date and month on the class calendar each day. Children know precisely the number of days until Christmas day and the numbers on the advent calendar, which must be opened on Monday after the weekend. They enjoy challenges and find numbers which are 'more than' and 'less than' a given number. They are confident in counting up to ten in twos and sort coins according to their value. They recognise the pattern of odd and even numbers up to ten. They are good at comparing sizes to find which things are longer than a metre and which shorter. They make graphs of the food which they like best and use cubes and cuboids to make models. They enjoy placing ten green bottles on a wall before knocking them off in a simple subtraction game. Pupils are increasingly confident in their use of number and mathematical language.
77. The teaching of mathematics is good. The teacher plans well, with precise objectives and uses whole-class and group work to meet the needs of individual children, so that all are challenged. There is good organisation to ensure the involvement of all children and good pace and variety to keep children's attention. Mathematical vocabulary is constantly reinforced and children are encouraged to use mathematical vocabulary accurately.

## **82. Knowledge and understanding of the world**

78. Children's knowledge and understanding of the world is being extended daily through a range of experiences and they make good progress in this aspect of their learning. Visitors to the reception class such as firemen, ambulance crew, first-aiders from St John's ambulance, a pharmacist, a dentist, policemen with their dogs and a local historian, enrich the curriculum. Children find out about the village in the olden days and make maps of the village after taking a walk to identify new and old houses. They visit a local farm and see chicks hatching and are increasingly aware of the characteristics of the surrounding area. They have a good sense of chronology and have studied pictures of the stages of human development from babyhood to old age. By the time they are five the majority of children reach the Nationally Agreed Desirable Outcome for five-year-olds in this area of learning. Children have access to sand, water, dough, paint, role-play activities and construction toys on a regular basis and staff frequently draw attention to environmental features such as the weather. Children use computers regularly and use a variety of programs, find letters on the keyboard and perform operations confidently, such as clicking on a file with the mouse. They are currently creating colourful pictures using a painting program and they discuss the advantages of filling in spaces in their patterns by using different colouring techniques.
79. The teaching of knowledge and understanding of the world is good. It is lively and imaginative and high expectations are maintained. The lessons are well planned and interesting, with clear learning objectives. Good use is made of the classroom assistants and voluntary helpers to support children's learning.

## **84. Physical development**

80. Children make sound progress in their physical development and by the time they are five the majority of children reach the Nationally Agreed Desirable Outcome for five-year-olds in this area of learning. Many children are well co-ordinated and agile and by the time they are five they move confidently with control and co-ordination and are aware of the space of others. They have regular indoor physical education lessons in the school hall. Children are able to manipulate materials such as dough, and handle tools such as scissors, brushes and pencils with good control and a variety of materials and equipment are available daily. They move well in time to music and enact sequences from a story about the night before Christmas where they are good at pretending to dress up in mime.
81. The teaching of physical development is good. The teacher has high expectations of children's physical control and also of their behaviour in these sessions. She has a relaxed but authoritative manner and she interacts with children to encourage, to give safety reminders and to make the most of language opportunities. Activities are well organised and children are introduced to a wide range of different sports. They hit balls with hockey sticks, pass balls with lacrosse sticks, balance quoits on their heads, twirl hoops and skip with ropes. They also enjoy learning to swim in the school pool.

## **Creative development**

82. Children make sound progress in creative development and by the time they are five the majority of children reach the Nationally Agreed Desirable Outcomes for five-year-olds in this area of learning. They use different materials to create pictures and models such as dough, chalks, pastel crayons, charcoal and paint. They have created good, detailed drawings of starfish, feathers and shells after close observation. They have created their own Christmas cards and have been introduced to marbling and printing techniques. They choose different shades of green to weave into a textured Christmas tree. Good links are made with other areas of learning as, for example when children make table decorations using cylinders, thereby reinforcing their understanding of shape. They use a variety of percussion instruments to make music and sing songs and rhymes and listen and dance to a variety of music. They play bells in time and at the right places when accompanying carols. When singing 'Away in a Manger', they know where to sing softly and where to sing lustily. They often express their ideas through role-play and during the inspection this was through role-play in the class toyshop.
83. The teaching of creative development is good. Lessons are well planned and the curriculum is wide. Children are offered a good deal of support and encouragement to express their ideas and to extend their language skills as they work.

84. The leadership and management of the under-fives curriculum is good. The reception teacher visits all children in their homes before they start school. The reception class offers a secure environment and the curriculum is well planned to cover all areas of learning and to meet the needs of all children, including those with special educational needs. The accommodation is adequate but resources are unsatisfactory. There is no enclosed outside play area, large climbing apparatus or wheeled vehicles. The book corner is underdeveloped and contains too few books of quality. The role-play area is underdeveloped and resources for learning are generally at a low level. There is no specific budget allocation for developing the curriculum for the under-fives. There is sound teamwork between the teacher and the classroom assistants. There is good information for new parents and they receive a good introduction to the school. There is good assessment and record-keeping which informs lesson planning. Firm foundations are laid in the reception class for future learning. The provision for the under-fives is a strong feature of the school.

89. **ENGLISH, MATHEMATICS AND SCIENCE**

89. **English**

85. When pupils enter the school, and on completion of their time in the reception class, their attainments are broadly as expected for pupils of that age. The 1999 National Curriculum test results for pupils at the end of Key Stage 1 showed that attainment overall is average in reading and writing when compared to all schools nationally. The proportion of pupils reaching the national target of Level 2 or above is well above average for reading, about average in writing but well below average in spelling. There are fewer higher attaining pupils than might be expected. The proportion attaining the higher Level 3 standard is below average in reading but average in writing. Results in reading show a very big improvement from 1998 and those in writing returned to previous levels after a dip in 1998. Overall, girls do better than the boys. Teachers' own assessments of pupils were considerably lower than the test results because they underestimated the rapid improvements which pupils made. Overall attainment is well below that of similar schools. Again there are variations between different aspects of English; the proportion attaining Level 2 and above is above average in reading but below average in writing.

86. By the end of Key Stage 2, attainment is about average overall and for those attaining Level 4 and above, and the higher Level 5 and above. When compared with similar schools, results are below average. These results are 12 per cent higher than in 1998 and almost 30 per cent higher than at the time of the previous inspection report. Attainment in English is better than that in mathematics and similar to that in science. Pupils exceeded the targets set for them by the governing body, on the basis of their prior attainment. These improving results are the results of strategies put into place by the school over the last two years in order to raise standards. These include the use of setting in Key Stage 2 and a consistent approach through the National Literacy Strategy. Inspection evidence confirms that standards of attainment meet national expectations by the end of both key stages and show improvement since the previous inspection report.

87. Standards in speaking and listening meet national expectations at the end of both key stages. Pupils make satisfactory progress throughout the school. By the age of seven, the majority of pupils listen attentively to their teacher and to each other. They share their ideas and experiences clearly in class discussions. They ask relevant questions and make appropriate contributions which show a sound understanding of what they hear, for example when they retell stories. By the age of 11, pupils talk confidently with adults and give reasons for their opinions. They listen carefully and respond thoughtfully to the contributions of other pupils, in pairs and small groups, as well as in whole-class discussions. Pupils in both key stages develop confidence in speaking in front of groups in an appropriate style and register. They have a developing awareness that meaning changes, according to the tone and style of speech. This was seen very well in a Years 3/4 group where pupils adapted their tone of voice to show varying types of meaning in a play reading. They very quickly became confident in trying out different tones and expressions and made very good progress.

88. Standards in reading meet the levels expected overall at both key stages, but there is considerable variation between year groups. Standards in the current Year 3 are above expectations and reflect recent improvements in teaching and learning. Some older pupils have not reached the standards they should because of previous weaknesses in teaching. Pupils make sound progress in reading during their time in school and often, good

progress in individual lessons. They are making better progress recently because of improvements in teaching linked to the introduction of the literacy hour. By the age of seven, the majority of pupils read a good range of books with reasonable accuracy and fluency. They use an appropriate variety of ways to tackle unfamiliar words and show a secure understanding of what they read. Some begin to substitute sensible words for those they do not know. A few higher attaining pupils locate information confidently in non-fiction books. By the age of eleven, most pupils read independently across a range of fiction and non-fiction books. Pupils with special educational needs make satisfactory progress in their reading, especially when they are given additional support from learning assistants in class or withdrawn for individual and intensive language work.

89. Standards of writing are slightly below expectations at both key stages. Pupils are making satisfactory progress with the tasks they are given, but there are too few opportunities for pupils to develop their skills in extended or creative writing. By the age of seven, most pupils write in simple sentences with clear meaning but their presentation is weak and handwriting is below expectations. They do however, know and use capital letters and full stops accurately. Higher attaining pupils produce a sequence of sentences to make their own stories, such as those who wrote about their lost toys. Pupils write in a variety of forms including poems, stories and instructions with appropriate detail and clarity; this was seen very well in the work of pupils in Year 2 who produced detailed versions of the gingerbread man. By the age of eleven, pupils' writing is generally well organised and logical but presentation remains generally weak. They spell and use punctuation accurately for both direct and reported speech. Handwriting is neat and tidy in specific exercises but not always so in other work. Pupils know and use different styles of writing for different purposes, for example using the imperative to produce rules for a game. They are beginning to draft and redraft their work until they are pleased with the effect.
90. Other subjects of the curriculum make a satisfactory contribution to the development of speaking and listening and reading skills, but opportunities for writing are underdeveloped. Pupils listen carefully to their teachers and each other and discuss sensibly in pairs, small groups or whole-class activities across a range of subjects and in circle-time. Although there are some good examples of extended writing in topic work in Years 5 and 6, where pupils reported their research findings on Post War Britain, this is an area of weakness and is not well provided for in lesson planning across the curriculum in all years. The school is aware of this and plans to provide more opportunities for pupils to write at length.
91. The majority of pupils have good attitudes to their work in English. They are interested, keen to join in and persevere with their tasks until they are pleased with the results. Pupils work well together in discussing what they like and they are very willing to share their ideas with others. Pupils respond very well to their teachers, who value what everyone has to say. Even the youngest pupils show good behaviour and a real pleasure in learning and by the end of Key Stage 2, pupils are developing into independent learners. There are a number of boys in Years 3 and 4 who do not concentrate as they should and often disturb the progress of the whole class.
92. Teaching is consistently good at both key stages. In the lessons seen, teaching was good in four out of five lessons and very good in the remainder. This is a considerable improvement from the previous inspection report. Evidence from pupils' work and discussions, indicates that this good quality teaching is now the norm. Teachers have good knowledge of the subject and know how to meet the needs of pupils of varying ages and attainment. There is a culture across all year groups of literacy matters. Teachers set high expectations of behaviour and participation and they expect pupils to use every minute sensibly. They also have high expectations of attainment in Key Stage 1, but this is less obvious in Key Stage 2, where some higher attaining pupils are not challenged as well as they might be. The particular strengths lie in very good planning, following the National Literacy Strategy but also being creative in the use of resources that fire the imagination. This was seen very well in Key Stage 1, where singing of a text replaced formal reading and pupils responded enthusiastically. In Key Stage 2, the teacher used two different versions of Baboushka to illustrate the difference between a story and a play script and pupils very quickly saw the similarities and differences and made good progress.
93. Teachers use a consistent format to their teaching of literacy, which includes sharing lesson objectives with pupils, even the youngest ones. All lessons start with a very clear explanation of what is going to happen and what pupils will learn. This provides a sharp focus, instils good work habits and behaviour and gives pupils a

clear agenda. Teachers then build well on this by introducing interesting activities, for example, pupils in Years 5 and 6 worked in pairs highlighting the imperatives in a recipe and then used this as a model for developing their own rules for a game. Pupils responded well to the ideas and the structure and made good progress in their use of this new form of language.

94. Within this overall good picture there are some weaknesses. Occasionally, teachers are not firm enough with the few badly behaved pupils who try to disrupt lessons. In Years 5 and 6, the large class sizes and cramped space make it difficult to ensure sustained concentration in group work.
95. Teachers have worked hard and successfully over the last year to incorporate the objectives of the National Literacy Strategy into lesson planning and to use a consistent approach to teaching in the literacy hour. This provides similar experiences for pupils in different classes and enables them to build effectively on previous learning. This has been enhanced further by the use of setting in Key Stage 2, to provide more focused teaching and better matched work for pupils of all abilities. This, together with the increasing impact of initiatives to improve reading such as the lending library, is already being reflected in improving standards.
96. The co-ordinator provides good leadership and a clear direction for further improvements. She has monitored the impact of the literacy hour through observation and monitoring of planning. Regular assessments and work sampling complements more informal assessments well and teachers are developing a portfolio of moderated work to guide their assessments and ensure consistency. The English curriculum is enhanced by activities such as book week, participation in national poetry competitions and visiting puppeteers. Teaching in English makes a good contribution to pupils' spiritual, moral, social and cultural development, even though it is not specifically planned as such. Teachers provide opportunities for reflection, consideration of moral issues, introduce literature from around the world and enable pupils to work and learn together. Overall, there has been good improvement since the last inspection report.

#### 101. **Mathematics**

97. Results of the National Curriculum tests for 1999 show that by the end of Key Stage 1, the percentage of pupils reaching the expected standards was below the national average. By the end of Key Stage 2, the results of the National Curriculum tests show the proportion of pupils attaining the national standard or higher to be below the national average. In comparison with similar schools, results were well below national averages. Teacher assessment did not match test results. Test results were much lower than the teacher assessments. Trends over the past three years show standards to be below national averages in 1996 and 1997 and well below in 1998. The fall in attainment in 1998 can be attributed to generally lower attaining pupils during that year. In 1998 there was no difference between the different strands of the subject. Results also show girls to be doing less well than boys. The results for 1999 show a significant improvement since 1998. Inspection evidence shows that there is no difference between the attainment of boys and girls and that by the end of both key stages, standards are in line with national expectations. The school is in line to achieve its targets for the years 2000 and 2001.
98. By the end of Key Stage 1 the majority of pupils can identify odd and even numbers and number patterns, add and subtract small numbers, identify halves and quarters and understand place value of hundreds, tens and units. By the end of Key Stage 2 pupils have a sound recall of number facts and the four rules of number. They confidently describe their mental strategies for recalling number facts. For example, in a Years 5/6 lesson pupils used their personal strategies to discuss how to find missing whole numbers, decimal numbers and fractions in 'magic squares'. In many classes, good use is made of number fans and number cards to develop mental strategies. In both key stages opportunities for pupils to select their own resources for mathematical activities are sometimes restricted because class teachers present apparatus for pupils to use. Across the curriculum, the use of numeracy is sound but it is not planned for and opportunities are missed. For example, timelines are used in history and graphs in science but there is little evidence of pupils measuring accurately in design and technology.
99. In their work on shape, space and measurement pupils in Key Stage 1 can describe common two-dimensional

and three-dimensional shapes and find lines of reflective symmetry. For example, pupils in Year 2 were observed investigating the different ways in which shapes could be divided in half. This encouraged appropriate language to describe the shapes. By the end of Key Stage 2, pupils can use appropriate language when describing three-dimensional shapes, draw angles to the nearest degree, measure in centimetres with accuracy and find the area of irregular shapes.

100. When handling data, pupils in Key Stage 1 can sort objects using a variety of reasons and draw and interpret simple bar charts, for example of favourite and most popular pets in the class. By the end of Key Stage 2 pupils draw and interpret bar and line graphs and compare results. For example, pupils in Years 5/6 produce graphs to show the percentage results in their spelling tests. Pupils have opportunities to use their mathematical skills in realistic situations, as when weighing and measuring quantities of ingredients in cooking for example, but such opportunities are infrequent.
101. Pupils make satisfactory progress over time at both key stages although good progress was made in the lessons observed during the inspection week. Pupils make good progress in lessons in their recall of number and in their personal strategies for using number. At both key stages pupils with special educational needs make good progress in relation to their prior attainment. They are given good support by class teachers and support staff.
102. Pupils' response to mathematics is good throughout the school. In a Year 1 lesson, which was taught by the co-ordinator, the response was very good. The pupils enjoyed using a washing line to hang numbers in the correct order and to find missing numbers in a sequence. At both key stages, pupils respond with enthusiasm to questions, work well together, share willingly and treat resources with care. They are not afraid to offer answers and strategies which may be incorrect. In doing so they learn from their mistakes. Pupils work independently as required. Relations between pupils, and between pupils and adults, are good.
103. Teaching in Key Stage 1 is good. In a lesson observed, which was taught by the subject co-ordinator, teaching was very good. At Key Stage 2 the overall quality of teaching is good. One fifth of the lessons observed were very good and one fifth satisfactory. In the very good lessons the teachers motivated pupils with very good questioning practical activities which are well matched to pupils' particular stages of development. The very good questioning and discussion encouraged pupils to confidently use mathematical language. For example, in a Year 1 lesson on numbers, the teacher continually reinforced language such as 'bigger', 'smaller', 'less than' 'more than' in order to encourage a sense of number and ordering. In a very good lesson in the Years 5/6 higher attainers set, the teacher shared the learning objectives with the pupils, consolidated the previous day's work by good questioning and clear explanations and set demanding tasks, especially for the higher attaining group within the set. Good plenary sessions were observed at the end of some lessons, which encouraged pupils to recap and explain their work and so share and refine their own understanding. The use of set groups at Key Stage 2 is having a positive impact on standards. Throughout the school, the majority of teachers' marking is sound with some teachers writing meaningful comments used to take the pupils on to their next stage of learning. Teachers give good guidance to classroom assistants who support pupils well.
104. The school is using the National Numeracy Strategy as its main scheme of work. Long- and medium-term planning is sound and clearly identifies learning outcomes. However, not all teachers use the planning sheet from the numeracy strategy to plan for activities within the class or set group, that matches the needs of the pupils. In many classes assessment opportunities are well planned for; however, this is not consistent throughout the school. The co-ordinator provides good leadership for the subject and is a good role model for the teaching of mathematics. Planning is regularly monitored and he has monitored teaching and learning in classrooms, worked alongside colleagues and has reported to staff on the strengths and weaknesses of the subject. Planning for the subject now has cohesion and has improved since the previous inspection. As a result of the below average test results, the school is a 'focus school', which means that it receives extra support from the local educational authority. As well as a three day numeracy training course for staff, the authority has provided an intensive five day course for the co-ordinator and deputy headteacher, extra training for the Years 5/6 teachers and demonstration lessons. There are good portfolios of assessed work for each pupil in Key Stage 1 to assist teachers in assessing the levels of the attainment of pupils and in tracking progression. However, these are not linked to the criteria of the National Numeracy Strategy. There is no portfolio of work for Key Stage 2 although this is in the co-ordinator's action plan. There is a discrepancy between teacher assessment

and test results at the end of both key stages because of the lack of examples of well moderated work to guide teachers' judgements. Resources are satisfactory. The use of information technology to support mathematics is unsatisfactory. Satisfactory use is made of homework. Statutory requirements are met. The satisfactory standards reported at the time of the last inspection have been maintained, test results have improved and effective planning procedures have been introduced.

109.

109. **Science**

105. Results of the National Curriculum teacher assessment for 1999 showed that by the end of Key Stage 1, the percentage of pupils reaching the expected standards was below the national average. The percentage of pupils exceeding this standard was also below the national average. By the end of Key Stage 2, the results of the National Curriculum tests showed the proportion of pupils attaining the national standard or above was below the national average. In comparison with similar schools, results were well below average. However, results have improved since 1998 when they were well below the national average. Trends over the previous three years have shown standards to be well below national averages with a significant drop in attainment in 1998 due to the generally lower attaining pupils. The 1998 test results show a difference between the different attainment targets, with 'Life and Living processes' being a strength. The performance of boys in 1998 was better than girls. However, standards have improved and inspection evidence shows that by the end of both key stages, standards are in line with national expectations and there is no difference between the attainment of boys and girls.

106. By the end of Key Stage 1, pupils show a satisfactory understanding of life processes and living things, materials and their properties and physical processes. They also show sound skills of scientific enquiry, which they apply effectively across a range of investigations. Pupils respond to suggestions, make predictions and begin to recognise the conditions required for a 'fair test'. For example, this was seen to be very effective in Year 2 where pupils were required to predict which type of ball would bounce the most often and the highest. Pupils ensured that the balls were dropped from the same height and carefully counted the number of bounces and marked the height of the highest bounce.

107. By the end of Key Stage 2, pupils have satisfactory knowledge and understanding across all areas of scientific learning. They use appropriate equipment for accurate observation and measurements and appreciate the need for a 'fair test'. They have a secure knowledge of the major organs of the body and sound understanding of physical phenomena, such as electrical circuits and forces. Pupils use charts in a variety of ways to record their results and test their hypotheses, for example when testing series and parallel circuits.

108. The progress of pupils at both key stages is satisfactory. Pupils have a sound knowledge and understanding across all areas of scientific enquiry. By the end of Key Stage 2, in their experimental and investigative science, pupils make sound progress in making predictions based on scientific knowledge and understanding, in making a series of observations and measurements and can offer simple explanations for any difficulties encountered. For example, in a Years 3/4 lesson investigating different electrical circuits, pupils were able to talk with confidence and enthusiasm about the effect on the intensity of the light when placing bulbs in series in a circuit and could also identify the appropriate circuit diagrams.

109. Pupils' response is good at Key Stage 1 and satisfactory at Key Stage 2. Pupils in Key Stage 1 are enthusiastic about science, particularly when there is a practical and investigative component to the lesson. They are eager to share their knowledge and understanding with each other. They are co-operative in group work and want to learn more. In Key Stage 2 pupils generally contribute enthusiastically to discussion, concentrate on their task and show good levels of curiosity and interest. Boys and girls work well together and make similar progress. All pupils are aware of the safety routines and work sensibly during experimental work.

110. Teaching is good at Key Stage 1 and has improved since the previous inspection findings. Teaching is satisfactory at Key Stage 2. In one lesson observed teaching was good. All teachers have good knowledge of the subject. Lessons are well planned and resourced. Worksheets are generally matched to the needs of the pupils but do not always fulfil the needs of the higher attainers. Support assistants are given good guidance by

the class teacher and are used well in the lessons. Good use is made of questions to assess pupils and move them on in many lessons but this is not consistent in Key Stage 2. The use of information technology to support the subject is unsatisfactory. Long- and medium-term plans ensures coverage of the programmes of study. The previous inspection report identified the need to improve the pace and time of lessons. This has been addressed.

111. The co-ordinator is new to the post but is already beginning to make a good impact on raising standards. She has a good understanding of the strengths and weaknesses of the subject and the priorities for development. She has rewritten the policy and has recently introduced a nationally recommended scheme of work. She is endeavouring to ensure that science is taught through a practical and investigative approach and that this is shown as the first lesson objective in teachers' planning. She has not yet had opportunities to monitor teaching and learning in the classrooms or to work alongside colleagues. The use of assessment to plan the next steps for pupils is unsatisfactory overall although there are examples of good practice by some teachers. As yet there is no moderated file of pupils' work to ensure that attainment is correctly levelled. This accounts for the discrepancy between teacher assessment and test results at the end of both key stages. However, the co-ordinator sees this to be one of the priorities for the subject. The subject is soundly resourced. Work in science contributes to numeracy but is not clearly planned for. This indicates a decline since the previous report. Statutory requirements are met.

116. **OTHER SUBJECTS**

116. **Information technology**

112. Standards of attainment in information technology are below national expectations at the end of both key stages. This is similar to the findings of the previous inspection report. During the inspection week the computer suite was only used for half of each day by small groups or part of a class. Insufficient samples of work were available to indicate that information technology is used regularly. The limited evidence available shows that by the end of Key Stage 1 pupils are familiar with keyboard and mouse operations and are prepared to experiment should anything go wrong. They know the names of parts of the computer such as 'mouse', 'keyboard' and 'disk drive' and the conventions of click and drag. Little evidence was available to indicate that pupils have regular experience of using information technology to handle data, explore simulations, work from a concept keyboard or use a floor robot. Pupils in the reception class confidently use the interactive compact disk to follow a story and make decisions about which parts of the picture story to watch and listen to. Pupils in Year 1 type simple sentences with the aid of a word bank. Pupils in Year 2 use click and drag to produce pictures in the style of the artist Mondrian. However, the lack of opportunity to develop skills in information technology contributes to the low standards attained by the end of the key stage.
113. By the end of Key Stage 2, pupils use the mouse to move the cursor round the screen accurately and are able to switch on and shut down the computer in the correct manner. They have sound word processing skills and can use screen logo to move a 'turtle' around the screen in a predetermined manner. Little evidence was available to show that pupils regularly use floor robots, control boxes, spreadsheets and data handling programs. The higher order skills of monitoring and competencies with multimedia presentation are not being addressed in Years 5 and 6. As was found in the previous inspection, there is little evidence to show that the programmes of study for information technology are being followed sufficiently at both key stages.
114. Pupils' progress at both key stages is unsatisfactory and is limited by the age of the equipment available, faults on some computers, insufficient allocation of time for pupils and limited assessment of pupils' skills to inform future planning. However, some pupils make good short-term progress within a given task. For example, pupils in Year 1 were observed to make good progress with support from classroom assistants, when word processing sentences about the birth of Jesus. Pupils in Years 5 and 6 made good progress when programming a 'turtle' to move around the screen because of well-structured worksheets which built upon existing skills. However, at both key stages, the experiences and attainment of individual pupils are not routinely recorded and this makes it difficult to monitor their progress and ensure that they have regular opportunities to extend their knowledge and understanding of the use of computers.

115. Pupils' response to information technology is good. When given the opportunity to use the computer they are well motivated, well behaved, show confidence and co-operate with each other. They respond well to suggestions from their peers. Pupils take pride in their work and enjoy showing and discussing their computer skills with other pupils and adults. Many pupils have computers at home and are able to talk about the skills they use there. However, the skills learnt at home on multimedia computers are not always transferable with the computers used in the school.
116. The quality of teaching at both key stages is unsatisfactory over time but good within lessons. It is unsatisfactory because of the lack of coverage of the National Curriculum Programmes of Study and the limited amount of time allocated to each pupil to use the computer. Opportunities for pupils to use computers lack consistency. In some classes programs are selected to enhance areas of the curriculum. For example, in Key Stage 1 a drawing program is used to develop an understanding of the artist Mondrian. In Years 5 and 6 the properties of mathematical shapes are reinforced by the use of 'logo'. However, a number of teachers are demoralised by the age of the computers and the fact that some will 'crash' during a lesson or can no longer be used. Assessment does not inform the next stage in the teaching of skills and knowledge.
117. The new co-ordinator is enthusiastic and knowledgeable and is beginning to make an impact on the subject. She is providing good leadership. She is aware of the strengths and weaknesses in the subject. She has introduced a national scheme for information technology and skills tracking sheets, but these have yet to make an impact on raising standards. Planning is regularly monitored but she has not as yet had time to take the opportunity to work alongside colleagues or to monitor teaching and learning. There is no portfolio of assessed work to support judgements about pupils' attainment. Professional development for the co-ordinator and all staff is unsatisfactory. Insufficient use is being made of the computers and the Internet. The use of support staff to support computer work is good. Resources for information technology are unsatisfactory. The school only has one multimedia computer in its computer suite. Of the others, three do not work and three that were given to the school do not have programs that can be used by pupils. During the inspection week two computers continually 'crashed' which caused disappointment and frustration for the pupils and the class teacher. There is only limited evidence of information technology being used by pupils to enhance displays. The school has recently purchased a digital camera through a supermarket voucher collection scheme. The school has just been linked to the Internet but its use is as yet underdeveloped. Listening stations, compact disc players and tape recorders are available for use as a central resource but are not part of each class's resource allocation. There has been little improvement since the previous inspection. The full programmes of study are not being taught. Pupils are not receiving their entitlement to the subject. Statutory requirements are not being met.

122.

122. **Religious education**

118. The attainment of pupils matches the expectations of the locally agreed syllabus at the end of both key stages and is much the same as in the last inspection report. By the end of Key Stage 1, pupils have a sound awareness of the world around them. The foundations of this are laid in the reception class where pupils learn about special events and celebrations, for example the birth of Jesus. By the end of Key Stage 1, pupils are familiar with stories about Jesus from the Bible and some of the stories from other religions, for example that of Rama and Sita. They know that people often celebrate in similar ways, for example in making divas to celebrate Divali and 'Christingles' in preparation for Christmas.
119. By the end of Key Stage 2, pupils have a clear understanding of the key features of Christianity and some other religions, for example places of worship, prayers, festivals and beliefs. They are secure in their knowledge of the life of Jesus and in understanding that religious beliefs affect the decisions people make in their lives. Older pupils know some features of what it is like to be a Christian, a Muslim or a Jew in twentieth century Britain. They know that societies devise rules to promote fairness and justice and older pupils draft their own rules.
120. Pupils make sound progress in their learning overall and sometimes make good progress in individual lessons, for example when pupils in Years 3 and 4 developed a good understanding of the symbolism of a Christingle. They extend and consolidate their knowledge of religions and gradually develop an understanding of the importance that some people place on faith and belief. From a very early understanding of birthdays in the

reception class, pupils progress to a sound knowledge of the reality of being a believer today. Pupils with special educational needs make sound progress when they are given additional support by teachers and learning assistants and when they have amended materials with which to work.

121. Most pupils have good attitudes to their learning in religious education. They are interested in the stories of people in different times and in different countries. They think carefully about what symbols mean and what it is like to care for each other. They listen well to their teachers and to each other and they are willing to share their own experiences. Teachers and pupils share good relationships and this is particularly noticeable when pupils talk about their own lives or read out their own work.
122. The quality of teaching is good at both key stages. From the lessons seen, from teachers' planning, pupils' books and display, pupils are given a good introduction to religious education as outlined in the locally agreed syllabus. Teachers have a secure understanding of the topics they are teaching and they use religious terms accurately. They explain clearly and often relate new work to previous lessons or visits. This was seen very well in the Year 1 lesson on 'Christingles', when pupils were asked to recall the story told by a visitor to the school in the previous week. This gave pupils the confidence to share their knowledge and the teacher built on this very well. Teachers plan well to meet the curricular aims but also to provide lessons that are interesting, for example in Years 5 and 6 using local people and national celebrities to consider the practicalities of being a Christian.
123. Teachers generally manage their pupils well by the quality of their teaching and setting out clear expectations of how pupils will participate and behave. The teacher introducing the story of the three kings to pupils in Year 2, used well established routines and targeted questions to motivate and keep everyone's attention. This enabled pupils to work effectively in pairs, sharing their ideas of special gifts and a very lively and productive discussion ensued. Teachers use the time available well, they pack a lot into half an hour and usually include a whole-class, group or individual activity as well as a closing summary. These common routines give a firm structure to pupils' learning and help them to make progress.
124. The co-ordinator is new to the role this term and has only just started to consider the improvements to be made. The curriculum is well organised to slot into the topic cycle and to meet the needs of the locally agreed syllabus. Teachers' planning ensures that there is continuity of learning about Christianity while developing an understanding of other religions. Religious education makes a good contribution to pupils' spiritual, moral and social development by giving opportunities for reflection, consideration of social rules and learning how to work with others. Cultural development is promoted well through the study of world faiths. Pupils in Key Stage 1 are required to record all their topic work in one book. This leads to a lack of continuity in recording what they know and in providing evidence of attainment and progress. There is also little planning for the continuous assessment of what pupils know, understand and can do and these issues are unsatisfactory elements in an otherwise positive picture.

## 129. **Art**

125. Pupils make sound progress and produce good paintings and drawings. Pupils draw with care and increasing precision. They paint bold self-portraits and use colour confidently. Pastel crayons, chalk and charcoal are used sensitively to produce interesting pictures. Pupils know about the lives and works of several artists. Pupils in Year 2 have studied the work of Picasso before creating their own cubist paintings. Pupils in Years 3 and 4 also made a detailed study of Picasso's portraits and used these as an inspiration for their own work. They developed a good understanding of how his moods affected his painting. This understanding makes a good contribution to their social and cultural development. These pupils also paint delicate water colours of Tudor monarchs and mount a good display inviting others to guess which of Henry VIII's wives have been portrayed. They show good colour matching skills as they complete half of a coloured photograph cut from a magazine. Pupils in Years 5 and 6 study the work of William Morris before printing their own designs using similar floral themes. Good links are occasionally made with other areas of the curriculum. Pupils in Year 1 have studied Hindu art before creating their own symmetrical 'Rangoli' patterns. These pupils also paint six colourful equilateral triangles before fitting them together to form a hexagon and paint four such triangles to make tetrahedrons. Older pupils illustrate work in history and science with detailed and carefully coloured drawings. They are interested in paintings by Ford Maddox Brown which show colourful details of Victorian street

scenes. The youngest pupils produced representations of dancers using twisted wire to achieve a good impression of movement. Pupils in Year 2 created good clay figures based on drawings of their favourite toys. Most of the work produced in the school, however, is two-dimensional and there is insufficient emphasis on creating three-dimensional work, especially for the older pupils.

126. Pupils thoroughly enjoy their lessons partly because they are usually presented with interesting challenges. They listen attentively to instructions and concentrate hard on their work. They adopt a serious approach to the subject and are generally proud of their achievements. They have developed a good critical awareness and can express opinions about what they like and dislike.
127. The quality of teaching is always at least sound and there are examples of good teaching. Good teaching was seen where pupils were carefully studying a range of Victorian artefacts, such as kitchen tools, before drawing them carefully. This close observation helped the children to understand the sort of decorative features common in Victorian times. Teaching was less successful where, in a parallel lesson, pupils were required to copy drawings rather than draw the actual artefacts. Lessons are carefully prepared and teachers give clear explanations of the skills to be developed. Reasons are given for looking hard and drawing carefully. In most classes a serious, quiet working atmosphere is generated. Teachers have a sound knowledge and understanding of the subject. A scheme of work provides adequate guidance and promotes the progressive development of skills, knowledge and understanding. Good displays of work make a positive impact upon the learning environment. The quality of provision and the progress which pupils make are more consistently sound than at the time of the last inspection but now less time is devoted to the subject. The co-ordinator's class of under-fives attend morning sessions only during the first half of the autumn term and she is therefore, able to use time in the afternoons to monitor teaching, evaluate provision and work alongside colleagues giving help and advice. This has resulted in a consistency of sound practice across the school.
132. **Design and technology**
128. During the inspection week it was only possible to see two lessons in Key Stage 1. Therefore, judgements are based on the observations of these lessons, scrutiny of pupils' work, displays, limited examples of work from the previous year, teachers' planning and discussions with pupils and teachers. Pupils work well with a range of materials and use tools with care when constructing their models. They make satisfactory evaluations of their work. At Key Stage 1 pupils make sound progress. Progress at Key Stage 2 is unsatisfactory. Pupils in Key Stage 1 build upon previous skills in their work. For example, pupils in Year 1 are taught to recognise how a cube is constructed before making a presentation box for a Christmas gift. In Year 2, pupils learn to about simple joints and levers before making stick and glove puppets. Progress at Key Stage 2 is less systematic due to the lack of a scheme of work to ensure continuity and progression. Pupils in Years 3 and 4 make and evaluate models of Tudor Houses. Years 5 and 6 are taught about simple levers before making faces with moving parts and garden scenes, which use levers to move flowers and insects. There was no evidence to suggest that pupils combine their work with electrical systems or use construction kits.
129. Pupils response to design and technology is good. They are enthusiastic about their work. They respond well to the challenges set by the teachers and are eager to co-operate with each other to complete the task. For example, pupils in Year 1 were very enthusiastic about the Christmas cakes they had made and decorated and the box they had made and designed to hold the cake. Pupils in Years 5 and 6 were eager to talk about models which incorporated levers and included two moving parts.
130. The overall quality of teaching at Key Stage 1 is satisfactory. In a Year 2 lesson observed on the making of a clay toy, the teaching was good. Resources are well organised for ease of access and high expectations are set for pupils to use safe and sensible working practices. Good use is made of parents to support the subject. For example, good use is made of parents to teach cookery. No judgement can be made about teaching at Key Stage 2 because of the lack of opportunities to observe any lessons during the inspection week.
131. The subject is soundly managed by the co-ordinator who has only recently taken on the role. He has not yet had time to monitor teaching and learning in the classroom or to work alongside colleagues. He is beginning to

make an impact on the subject and has introduced the national scheme for design and technology. However, this has yet to make an impact on standards. There is no coherent assessment and recording procedure for the subject which enables teachers to track pupils' progress and build upon previous experiences. There is no portfolio of work to help set standards. Resources are unsatisfactory. There are a limited number of tools and materials. There is an area for food technology which is used well. Inspection findings are similar to those in the previous report.

136.

136.

136. **Geography**

132. There were no lessons with a geography focus during the week of the inspection and only limited quantities of pupils' work combined in general topic books. It is therefore not possible to make secure judgements on attainment, progress or the quality of teaching. Geography is taught as part of the topic cycle with history and religious education. This leads to a geographical focus for one term in each year of Key Stage 1, two terms over Years 3 and 4 and four terms over Years 5 and 6. Teachers' planning indicates that there is appropriate coverage overall of the National Curriculum Programmes of Study, but that there is limited continuity of topics, particularly in developing geographical skills, such as mapwork. This remains an issue from the previous inspection report. In addition, there are very few identified opportunities for assessment which relate to National Curriculum objectives. Teachers do not use discrete geography books or files and this loses the opportunity to have a continuous record of what pupils know and what they have to do to improve.

137. **History**

133. Pupils in both key stages make satisfactory progress. Pupils in Year 2 know the difference between old and new photographs or toys and they give sensible reasons why. They begin to ask historical questions about how things change over time and what older people remember of their childhood. They begin to use simple vocabulary about time correctly and sequence events in their own lives. Older pupils are able to see cause and effect and use evidence; for example when choosing foods for both rich and poor menus in Tudor times, they were aware of the limitations of the seasons and the limited amount of imported goods. By the end of Key Stage 2, pupils know the key features of the periods they have studied, for example Victorian Britain. They describe a range of similarities and differences in daily life and are developing an increasing awareness of bias in source material. They make accurate inferences from the study of artefacts when visiting museums or in the classroom. Pupils of all levels of prior attainment, including those with special educational needs, make sound progress in developing their knowledge and understanding and in their use of historical skills such as enquiry and an appreciation of chronology. They often make good progress in individual lessons, but over time learning is disrupted by a lack of consistency in the topic cycle and progress is just sound overall.

134. Most pupils make a satisfactory response overall to their work in history and behave satisfactorily. They show interest in the topics, listen carefully to their teachers and to each other. They contribute well to practical activities, work well together and use resources sensibly. The oldest pupils, in Years 5 and 6, showed very mature independent working when investigating life in Victorian schools through a range of resources. They concentrated well and remained on task even when not directly supervised. By contrast, a few boys in Years 3 and 4 became disruptive during practical activities and showed some inappropriate behaviour.

135. From the lessons seen, pupils' books, display and planning documents, teaching in history is good. Lessons are well planned to build on pupils' previous knowledge and skills and extend their use of historical skills. Teachers have a secure knowledge of the topics they are teaching, they explain clearly and make good links between cause and effect. They provide interesting activities with a mixture of group and independent working, using texts or artefacts which they use particularly well to stimulate interest and enquiry. Teachers of pupils in Key Stage 1 provided interesting displays of toys over time which led to many interesting discussions with pupils. They have increasing expectations of what pupils can do so that by the end of Key Stage 2, teachers provide a series of challenges for pupils based on a series of displays and research topics. Teachers expect that pupils will concentrate for longer and work independently for periods of time, for example in producing

extended writing on life in post-war Britain. Teachers mark work regularly but do not use criteria related to National Curriculum levels, nor do they use evidence from assessment in planning future work.

136. Day-to-day management of history is satisfactory. Teaching in history is linked to the two-yearly topic cycle. There is some history taught each year but sometimes there is a gap of two terms between units. This is not supporting the best possible progress in developing continuity of learning, particularly of skills. In several classes in Key Stage 1 pupils record their work in integrated topic books and these do not provide a clear trail of evidence of progress. The subject makes a good contribution to moral and social development by enabling pupils to reflect on the lives of the rich and the poor and encouraging them to work well together, as well as with visiting adults and other members of the community. Overall, there has been sound improvement since the last inspection report.

#### 141. **Music**

137. There is good provision for the development of the subject but the new co-ordinator has yet to weld the disparate elements of music teaching into a unified, whole-school approach. Overall pupils make satisfactory progress and there are instances where good progress is achieved. These findings are comparable with those of the last inspection though music is not currently as strong as it was at that time.

138. Pupils in both key stages make good progress in singing tunefully and they join in the singing in assemblies with enthusiasm. They are gaining a widening knowledge of the works of different composers as they are introduced to them in assemblies. Teachers give good background information on the pieces played and pupils listen attentively. 'Songs of Sanctuary' by Adiemus, for example, was explained sensitively and pupils listened to this music reflectively. Pupils make satisfactory progress in recognising musical elements such as high and low notes, and in maintaining a rhythmic pattern. They make satisfactory progress in listening to and recognising how sounds from different instruments are made. There was little evidence of pupils composing their own music and playing tuned and untuned percussion instruments. At both key stages pupils are given insufficient opportunities to develop this aspect of their work. Pupils in Key Stage 2 learn how to use breath correctly to ensure proper phrasing, and pay attention to good diction and accurate pitch. They sing very tunefully and the quality of this singing is a strength of the school. They use their musical talents well in performances such as the recent production of 'The Pied Piper' and by participating in local music festivals. There is a well attended choir and 44 pupils joined a further 300 from local schools to sing in Wells Cathedral. They make good progress in learning about different kinds of rhythmic patterns and are able to copy patterns from ear and by following notation. Satisfactory progress is made in understanding musical elements such as high and low notes and how they are made. However, they do not listen to a wide range of music, particularly that from different cultures.

139. Pupils enjoy their music lessons and are keen participants in all the activities. They listen well to teachers' demonstrations when learning new songs or rhythms and work hard to improve their own performances during music lessons or school hymn practices. In a minority of lessons a few pupils do not listen carefully or respond readily to instructions.

140. Teaching in music is satisfactory and where teachers have good knowledge of the subject, as in Years 3 and 4, teaching is good. A strength is the expertise of these teachers particularly in the teaching of singing and the use of instruments to accompany songs. The activities that teachers plan are interesting, motivate the pupils and are well matched to their learning needs. Teachers use resources well, such as a variety of instruments for pupils to use or listen to. In a small minority of lessons pupils have to be reminded of how to behave in an acceptable manner. This means that time is not always used productively and the pace of the lesson slows. Planning of individual lessons is satisfactory but the assessment of pupils' composition skills across the school is not recorded systematically and therefore teachers are not always planning from a secure understanding of what pupils already know.

141. The newly appointed co-ordinator for music has great enthusiasm for the subject and this is reflected in the time

and energy she has given to extra-curricular activities such as recorders and, in particular, the school choir. The co-ordinator has run effective in-service training to ensure that all teachers are given guidance on teaching music to their classes. The previous co-ordinator took all classes for music. Provision is augmented well by the county peripatetic instrumental music teaching service. This service combined with the school's own instrumental music teaching means that a third of pupils in Key Stage 2 are learning to play an instrument. The range is wide and includes guitars, violins, trumpet, clarinets, an oboe, saxophones and flutes. Resources for the teaching of music are adequate, but there is a lack of instruments and recordings of music from a variety of different cultures.

#### 146. **Physical education**

142. Pupils, including those with special educational needs, make good progress in both key stages. The good provision reported at the time of the last inspection has been maintained. Pupils are offered a good range of activities, including swimming. The school teams are regularly successful in competitive games events. Pupils from Years 5 and 6 enjoy a residential excursion which includes outdoor, adventurous pursuits such as horse riding, abailing, canoeing, surfing and walking. Older pupils swim at a local pool and leave the school very early each Monday morning before school starts to make best use of time.
143. By the end of Key Stage 1, many pupils produce imaginative and creative responses to the challenges they are given. They devise different ways of moving across mats, for example, such as spinning across on their tummies or walking like a crab with their hands and feet controlled in parallel. They use the small apparatus sensibly and safely. They use space well. They move confidently on the floor. Pupils are skilful when they throw, roll and strike different types of ball. They practise and refine their skills in simple games. They produce good imaginative work when responding to movements from 'The Sleeping Beauty'. They create a tangled, spiky hedge, which the prince slashes down with his sword, making the branches shrivel and wither.
144. By the end of Key Stage 2, ball skills are well developed. This is particularly apparent in a game of indoor hockey where pupils pass and receive the ball skilfully. Pupils understand and practise the skills of touch rugby, short tennis, hockey, basket ball and netball. They run into space, pass, position themselves well for defence and attack. Pupils move imaginatively to music and skills in poise and balance are developing well. The school ensures that all pupils learn to swim at least 25 metres in good style and achieve the National Curriculum target for the end of Key Stage 2.
145. The attitudes of pupils to physical education are good in both key stages. Pupils enjoy physical exercise and work hard. Older pupils are becoming adept at evaluating the work of others and in evaluating their own work. Pupils have a good understanding of the rules of a game and they play by them. They support each other and learn the value of teamwork. Pupils change quickly for lessons and the majority wear appropriate clothing for each activity. A small minority of pupils in Years 3 and 4 are disruptive and spoil lessons.
146. The quality of teaching is mostly sound throughout the school, and there are examples of good teaching in both key stages. This is a similar picture to that described at the time of the last inspection. Where teaching is good, it is well planned and skills are taught cumulatively. Relationships are good and based on mutual respect and concern for physical fitness. Teaching falters where the behaviour of a small number of pupils proves difficult to manage. There is no formal method of assessing pupils' skills, but teachers are aware of what the pupils know, understand and can do and use this information in planning lessons.
147. The allocation of time for physical education is good. The scheme of work is appropriate. The subject is well managed by an enthusiastic co-ordinator who devotes a considerable amount of time supervising teams at week ends. There is a good range of extra-curricular activities and a great deal of representative sport, including a girls' football team, a mixed rugby team and swimming galas. Parents are greatly involved in helping with after-school clubs. During the week of the inspection two mothers were coaching netball and a father was taking the football club. Resources are good and include a useful trainer swimming pool. There is a well-equipped hall and a wide range of equipment for playing games. Teachers have attended courses on coaching hockey, rugby, tennis and football and have consequently been awarded appropriate equipment. Table tennis

also features in the school's curriculum. Playground space is adequate, though some playing surfaces are uneven, and there are two good playing fields.

152. **PART C: INSPECTION DATA**

152. **SUMMARY OF INSPECTION EVIDENCE**

148. The inspection of Milborne Port Primary School was undertaken by a team of four inspectors who, over a four day period, completed a total of 14 days on inspection in the school. Members of the inspection team:

- .spent over 49 hours visiting classes when observing 57 lessons and evaluating pupils' work;
- .attended a sample of registration sessions;
- .attended assemblies;
- .observed lunchtime arrangements;
- .observed pupils' arrival and departure from school;
- .held discussions with pupils about their work;
- .held interviews with the headteacher, the deputy headteacher, teachers, support staff and members of the governing body;
- .held discussions with parents and ancillary staff;
- .listened to pupils from each year group reading, assessed their library research skills and evaluated their understanding of books in general;
- .evaluated a wide range of work of a representative sample of pupils from each class;
- .analysed a large amount of documentation provided by the school both before and during the inspection including:
  - the school prospectus, school policies, the governors' annual report to parents, the report of the previous inspection together with the post inspection action plan, minutes of governors' meetings, financial statements, the school's development plan, teachers' planning documents, pupils' records and reports, the work of a sample of pupils with special educational needs together with their individual educational plans;
- .scrutinised attendance registers;
- .considered past work and photographic evidence;
- .observed lunchtimes and playtimes;
- .noted extra-curricular activities;
- .held a meeting attended by 16 parents and considered 53 responses from parents to a questionnaire asking them about their views of the school.

" **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	196	1	44	8

" **Teachers and classes**

" **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8
Number of pupils per qualified teacher:	24.5

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

Total number of education support staff:	9
Total aggregate hours worked each week:	59.3

" **Financial data**

Financial year:	1998-1999
	£
Total Income	366 179
Total Expenditure	343 483
Expenditure per pupil	1 554.22
Balance brought forward from previous year	127
Balance carried forward to next year	22 696

" **PARENTAL SURVEY**

Number of questionnaires sent out: 220  
 Number of questionnaires returned: 53

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	19	70	4	4	4
I would find it easy to approach the school with questions or problems to do with my child(ren)	22	53	10	14	2
The school handles complaints from parents well	6	27	45	16	6
The school gives me a clear understanding of what is taught	25	64	8	4	0
The school keeps me well informed about my child(ren)'s progress	13	46	12	27	2
The school enables my child(ren) to achieve a good standard of work	14	69	12	6	0
The school encourages children to get involved in more than just their daily lessons	36	49	11	2	2
I am satisfied with the work that my child(ren) is/are expected to do at home	13	63	6	15	2
The school's values and attitudes have a positive effect on my child(ren)	16	53	25	4	2
The school achieves high standards of good behaviour	15	37	31	13	4
My child(ren) like(s) school	40	52	2	6	0

" **Other issues raised by parents**

Most parents are strongly supportive of the school and appreciate the education provided. A very small minority of parents have concerns about the information they receive about their children's progress but inspection findings show that good information is provided. Several parents feel that complaints are not handled well but inspectors could find no evidence of this during the week of the inspection.