

INSPECTION REPORT

PENSFORD PRIMARY SCHOOL

Pensford, Bristol

LEA area: Bath and North East Somerset

Unique reference number: 109086

Headteacher: Mrs A. Connelly

Reporting inspector: Mrs Natalie Moss

22685

Dates of inspection: 12th – 14th November 2001

Inspection number: 192779

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Pensford Hill
Pensford
Bristol

Postcode: BS39 4AA

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. Brian Watson

Date of previous inspection: 14th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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22685	N. G. Moss	Registered inspector	English Music Religious education Equality of opportunity	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13895	A. Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
31963	M. Padmore	Team inspector	Mathematics Information and communication technology Design and technology Physical education Provision for pupils with special educational needs	How good are the curricular and other opportunities offered to pupils?
24342	D. Franklin	Team inspector	Science Art and design Geography History Areas of learning for children in the foundation stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pensford Primary School is very small when compared with other primary schools, with 84 pupils on roll, compared with the national average of 243. It caters for boys and girls from four to eleven years old. It is situated in the village of Pensford, to the south of Bristol. It is a rural area, but the village is active and busy, divided by a main road into Bristol. The school largely serves the village, which is an area of varied and mixed housing. Since the last inspection, the school has been, in the main, managed by three acting headteachers, until 2000, when the new headteacher was appointed. There has also been a high turnover of staff. Very recently, the school has had a new classroom built, thus releasing other space for activities to enrich the curriculum. The proportion of pupils with special educational needs is 11 per cent, broadly in line with the national average. Two pupils have statements of special educational needs, which is above the national average. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. There are no pupils from ethnic minority backgrounds or with English as an additional language. Most children join the school in the reception class, coming from a range of pre-school playgroups. Attainment on entry to the school is average.

HOW GOOD THE SCHOOL IS

Pensford Primary School is an effective school. Children who are under five make good progress. Pupils aged five to eleven and generally make good progress. Standards are rising in many areas and inspection evidence suggests that pupils are now expected to reach at least national averages in English, mathematics and science by the time they are eleven. Standards in all other subjects, except for music, which is above average, are average. These levels of attainment are the result of sound teaching and good management. Overall, teaching is very good for children under five and satisfactory in the remainder of the school. There are significant strengths in the teaching which help to raise standards. The headteacher provides very good leadership, and management of the school is good overall. The school has made good improvement since the previous inspection, especially in the light of the recent staffing changes and building disruptions. Overall, the effectiveness of the school is good and the value for money it provides is satisfactory.

What the school does well

- Teaching for children in the Foundation Stage is very good and the school makes good provision for them.
- Provision for pupils with special educational needs is good and they make good progress.
- Pupils' attitudes and behaviour are good, as are their personal development and relationships.
- The school's provision for pupils' spiritual, moral, social and cultural development is good.
- The school has good and effective links with parents and involves them well in the work of the school.
- The leadership and management of the headteacher are very good and the governors fulfil their duties and support her well.
- The school has worked well to address its weaknesses and to raise standards.

What could be improved

- Standards of attainment in writing.
- The use of numeracy across the curriculum.
- The planning of skills in science to ensure good progress.
- The quality of teaching in some areas.
- The monitoring of long term planning for curriculum subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Most issues identified then have been successfully addressed. These include the provision of guidance on the knowledge and skills to be taught in all subject areas, which has been accomplished by the adoption of the nation initiatives in literacy and numeracy and the use of National Curriculum long-term plans in other subjects.

Pupils' work habits have now been improved well; they concentrate in lessons, apply themselves to their work and the school works hard to make them able to work with independence. The school has begun to cater for the needs of more able pupils, to extend them to their full potential. Book provision and other resources have improved well. The two issues which are not yet fully addressed are the homework arrangements, especially for older pupils, and the monitoring and checking of pupils' work by curriculum co-ordinators, which is not yet fully developed, largely because of the rapid turnover of staff in the last few years. Standards have risen, after an initial decline following the previous inspection. The school's accommodation has improved. The headteacher has worked hard and carefully to bring about these changes. The school has improved well since the last inspection, in the light of the management and staffing changes it has experienced and is now placed well for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	A	A
Mathematics	E	D	C	C
Science	E	C	D	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Because the year groups in the school are small in numbers, national test results should be treated with caution and are not reliable indicators of standards in the school. Evidence gathered during the inspection carries more validity. In the national tests for seven-year-olds in 2001, standards in reading, writing and mathematics and in teachers' assessments for science matched the national averages. Over the last three years, standards have fluctuated in reading and writing and fallen a little in mathematics. Standards in English, mathematics and science are all now matching the national averages and pupils are generally making good progress, especially in Year 1. Results in reading and writing both rose from 2000 to 2001. In the national tests for eleven-year-olds in 2001, the standard in English was well above the national average, mathematics was in line with it and science was below it. Over the last three years, trends show that English and mathematics have risen well, and that science has improved, despite a slight fall in 2001. In lessons, standards for the current Year 6 are now above average in English and matching it in mathematics and science and pupils are making satisfactory progress overall.

The school has, since the last inspection, undergone an almost complete change of leadership and staffing, including a significant period of lack of continuity of leadership. It has also recently had the disruption of a new building on the premises. These facts, together with the introduction of national initiatives in reading, writing and mathematics, explain the fall, but subsequent rise in standards and the faster rate of progress, especially in Key Stage 1, as the school has become more stable. Children in the Foundation Stage reach above national expectations and progress very well. Standards in all other subjects are in line with national expectations at the ages of seven and eleven, except for music, where they are above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. Pupils enjoy coming to the school and know they are valued there. They work hard and show enthusiasm for all activities.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils work and play well together, behaving in a sociable and friendly way.
Personal development and relationships	Pupils' personal development is good, as are relationships between pupils and staff. Pupils are responsible and generally considerate towards others.
Attendance	Good. The level of attendance is above the national average and the school has put good procedures in place to monitor it and ensure that it remains good.

Relationships in the school are good overall. The ethos of the school is friendly and the atmosphere created is that of a caring family. Pupils are open and confident in their attitude to adults and are courteous and thoughtful, in the main. However, a few pupils are quick to exploit any weaknesses in teaching.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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

Teaching varies between very good and satisfactory, and is satisfactory overall throughout the school. As a result, pupils' learning is satisfactory overall. The teaching of reading and writing is good across the curriculum and the teaching of numeracy is satisfactory. Foundation Stage teaching is very good in the reception/Year 1 class and in the Year 5/6 class and pupils learn well and make good progress through teachers' high expectations, very good planning and good management of the children. In other classes, the quality of teaching varies. Most teachers have good subject knowledge, teach basic skills successfully and plan well for pupils of different abilities. Teaching is effective and interesting and the management of pupils is generally good. This good practice is, however, not yet universal, in a school which has seen such a high turnover of staff and subject co-ordinators recently. The school meets the needs of pupils with special educational needs well in most classes. The school is beginning to cater for the needs of the more able pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good in the Foundation Stage and satisfactory in the rest of the school.
Provision for pupils with special educational needs	Good. Teachers meet the needs of pupils well and this, together with the good quality of support staff, contributes to pupils making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development, particularly their spiritual, moral and cultural development, is good. It is fostered well throughout the school, through curriculum subjects and through the school's ethos.
How well the school cares for its pupils	Satisfactory overall. There are good procedures for promoting good behaviour. Procedures to ensure the protection and welfare of pupils are also good, but those for checking their attainment and progress are not yet fully developed.
How well does the school work in partnership with parents	The school has good relationships with parents and involves parents well in their children's learning. The quality of information provided for parents is good.

The procedures for ensuring pupils' welfare, health and safety are good. There are effective and productive links between the school and its parents and the school enjoys good links with the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and is very well supported by the senior teacher. The school's accommodation is satisfactory, and the new classroom is a huge asset. There is a satisfactory match of teachers and support staff to meet the needs of the curriculum, despite the many changes recently.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of the strengths and weaknesses of the school and play an effective part in shaping its future.
The school's evaluation of its performance	Good. The school evaluates its performance closely and takes effective action in all areas of weakness.
The strategic use of resources	Good use is made of resources to support and improve the standards attained by the pupils. The school is careful to act wisely when purchasing supplies or services. Learning resources are satisfactory.

The headteacher has been very effective in steering the school through recent changes and the building work. There have been many changes to the teaching staff, which has meant that she has undertaken many of the management duties herself. The school makes satisfactory use of the data it collects in order to identify where pupils could make better progress. There has been some monitoring of teaching, but rapid staff changes have meant that its effects in improving teaching have been delayed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school.• The good progress their children make.• Behaviour is good.• They are kept well informed about their children's progress.• They are comfortable about approaching the school with questions or problems.• The school's high expectations of their children.• The closeness with which the school works with parents.• The leadership and management of the school.• The help the school gives pupils to become mature and responsible.	<ul style="list-style-type: none">• The range of activities outside lessons.• The amount of homework their children receive.

Inspectors agree wholeheartedly with parents' positive views of the school. Some parents were undecided about the range of extra-curricular activities, but inspectors found it to be an effective provision, especially in the light of the size of the school and the small number of teachers. They agreed that there is a need for homework to be more consistently used to reinforce learning done in lessons.

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the school at the age of four, their overall attainment is close to the national average. Their skills in speaking and listening, reading and writing, mathematical development and their general awareness of the world around them are average. They are attaining above national expectations by the time they enter Year 1, especially in their language and mathematical skills. Attainment in all the six expected areas of learning, including knowledge and understanding of the world, physical development and creative development, progresses well through very good teaching, and progress overall is very good. Children are co-operative and friendly, both between themselves and with adults. They share equipment and are well behaved. They listen attentively, their speaking skills are well developed, and they become ready to offer their own answers and ideas in discussions. They learn to count and to recognise numbers and some begin to write simple words. Children sing and play musical instruments, they use paints and crayons and use computers as part of their creative experiences. The very good teaching which they are experiencing puts most pupils on track to reach above average standards by the end of the Foundation Stage.
2. The school is small in size, so that the year groups vary significantly in number and are often small. It is therefore important to treat national test results with caution as a measure of the school's standards of attainment. Inspection evidence concentrates on the standards seen in the school currently and is more relevant in the assessment of levels of attainment. Over the last three years, up to 2001, pupils' standards in the national tests for seven-year-olds have fluctuated in reading, writing and mathematics, though they have fallen a little in mathematics during that time. Reading and writing were below the average when compared with national averages for similar schools, but mathematics matched it. The assessments made by teachers of pupils' attainment in science have shown standards to have risen to well above the national average. The number of pupils attaining the higher than expected level was similar to that expected nationally in reading, but lower in writing and mathematics. Generally, girls tend to achieve better than boys, though not significantly so.
3. Test results are generally consistent with the overall findings of the inspection, that at the age of seven:
 - pupils reach average standards in reading, writing and mathematics;
 - there is little significant difference between the standards reached by boys and girls;
 - standards have improved over the last year.
4. In the national tests taken by eleven-year-olds in 2001, pupils reached standards in English that were well above the average, both nationally and when compared with similar schools, average in mathematics and below average in science. In the previous three years, the results follow a pattern where there has been some improvement in all three subjects, but particularly in English. This higher level of attainment is associated with a

period of considerable staff and management change and refurbishment of the school. In most of the past few years, boys and girls have reached roughly equal standards. The percentage of pupils attaining above average standards in English exceeded the national average in 2001, but was below it in mathematics and science. The 2001 results are not entirely consistent with the findings of the inspection, which are that at the age of eleven:

- attainment in science and mathematics is average, but in English it is above average;
 - there is little difference between the attainment of boys and girls;
 - there has been a raising of standards in all three subjects, particularly since the previous inspection.
5. It should be noted that the school has been developed during the past year and a new classroom added, greatly improving the school's accommodation. This has, however, inevitably caused disruption, as well as the rapid changes of staff recently. In the light of these factors, the school has done well to continue to raise standards by the age of eleven.
 6. No special provision was seen for higher-attaining pupils by the age of seven, but by the age of eleven many are making satisfactory progress through the introduction of new initiatives to help them to achieve their full potential. However, the number of pupils attaining above average standards is still below the national average in mathematics and science, though improving.
 7. The school sets targets for pupils' achievements in national tests that are demanding in the sense that they can be attained if all pupils work hard, and they are realistic because they are based on pupils' level of ability, particularly their average level of attainment on entry to the school. The school met its targets in English and mathematics in 2001, and is on track to meet them for next year.
 8. By the age of seven, attainment in English is average. Attainment in speaking and listening is above average, because of the way in which pupils' communication and language skills are fostered by the school. Opportunities are made for pupils to listen carefully, and there is encouragement for them to respond. Standards in reading are average. Standards in writing are also average, but are improving as the school incorporates more writing practice into its teaching of English. In mathematics, pupils are making satisfactory progress through the effect of the new national initiative in numeracy and a greater emphasis on mental mathematics. In science, pupils progress satisfactorily. In both mathematics and science, emphasis on practical and investigative skills is making a good contribution to pupils' achievement. In music, pupils reach above average standards, especially in singing and performance. In art and design, design and technology, geography, history, information and communication technology, physical education and religious education, pupils make satisfactory progress and reach the nationally expected standard. Overall, pupils make satisfactory progress in relation to their earlier levels of attainment. Progress made in Year 1 is more rapid than that in Year 2.

9. By the age of eleven, attainment is above average in speaking and listening and in reading, but average in writing, though progress is satisfactory, mainly due to the effects in the last three years of the national initiatives in literacy and the intervention and booster classes the school has put in place. However, pupils do not always write at sufficient length and sometimes too little work is completed in the allocated time, especially in Years 3 and 4. Attainment in mathematics is below average, though it is improving, due to the good use of the National Numeracy Strategy. Attainment in science is satisfactory and is steadily improving, with the use of clear long-term plans. Standards in music are above average and pupils learn eagerly and with enjoyment. Progress in art and design, design and technology, geography, history information and communication technology, music, physical education and religious education is satisfactory and attainment is average, largely because of the efforts made recently to draw up and use coherent long-term plans in these subjects, which enable pupils to learn satisfactorily. Information and communication technology is now being well used across the curriculum.
10. Overall, pupils with special educational needs make good progress. Targets are outlined within individual education plans for mathematics and English, which are well matched to pupils' needs and are reviewed termly. Less able pupils are also well supported. Year 6 pupils identified as under-achievers in Year 5 tests are supported through programmes of teaching for English and mathematics. In most subjects, and particularly mathematics and English lessons, work is carefully chosen to suit the needs of pupils with special educational needs and those who are less able and enables them to make good progress.
11. Positive contributions to pupils' achievements are made by the effective ways in which reading is integrated into the work in other subjects. The use of mathematics in the teaching of subjects across the curriculum is less well implemented. Information and communication technology is increasingly being used to support work in other subjects, as teachers acquire more expertise.
12. Since the last inspection in 1997, standards have remained at the same level by the age of seven in reading, writing, mathematics and science. At that inspection, standards by the age of eleven were above the national average in mathematics and science and average in English. They are now above average in English and average in mathematics and science. There have been many changes in the school in the intervening time, including a new headteacher. Standards, overall, fell in 1998 and 1999, but are now improving well, especially by the age of eleven. However, in writing, mathematics and science by the age of eleven there is scope for further improvement and the school is well aware of this. With its stable staff and good leadership, the school is well placed to raise standards of attainment further.

Pupils' attitudes, values and personal development

13. Pupils have positive attitudes to their work and show enthusiasm and commitment. When teaching is good or better, and particularly when it is stimulating, pupils' attitudes are very good. This teaching boosts their

progress and makes an important contribution to the standards they achieve. In the main, pupils work enthusiastically and co-operate well with each other and with adults in the classroom. They ask questions, are eager to give answers and demonstrate that they are capable of concentrating well and that they are interested in the work they are doing. However, in some classes where the management of pupils' behaviour is less effective, a small number of pupils, particularly boys, can be inattentive and disruptive during lessons. Such disruption restricts the quality of learning of all pupils in the class. Most pupils enjoy coming to school.

14. Behaviour is generally good. Most pupils display good standards of behaviour both in lessons and around the school. Most pupils respond well to the clear expectations of good behaviour of the staff. The school is an orderly and well-mannered community. Pupils are friendly, courteous and happy to talk to visitors to the school. All pupils are given good opportunities to reflect on the impact of their behaviour and actions, through assemblies, the use of reflective time in classes and the personal, social and health education programme. No bullying was observed during the inspection and parents felt that any isolated incidents are promptly and efficiently dealt with. There have been no exclusions in the last year.
15. Pupils' personal development is good. They respond well to the opportunities given them to take initiative and responsibility. Teachers foster the development of the pupils' personal skills. Many pupils are involved in school life by helping staff with small tasks during the school day. Older pupils help with the younger pupils, for example, through the Year 6 'Buddies' system, to befriend and help new pupils and ensure that no one feels left out of activities. Pupils participate in a variety of out-of-school activities, such as dance, fundraising, competitions and sporting events such as tag rugby and tennis. At Christmas, for example, older pupils sing carols and serve refreshments to local pensioners at the Evergreen Club. Pupils support charities enthusiastically and take part in Red Nose day.
16. Relationships are good. Pupils are open and friendly and are usually courteous towards staff, each other and visitors. They show respect for one another's views, beliefs and cultures, and are caring towards each other. Many are keen to work collaboratively, both in the classroom and in other aspects of school life. They co-operate well with one another and are frequently supportive of each other's efforts. The school's accommodation and resources are well cared for by pupils and there is evidence of trust and a willingness to share
17. Teachers and other staff actively include pupils with special educational needs in the community of the school. They in turn take a positive approach to their own learning and show real commitment to their own progress. Pupils with special educational needs work with increasing independence as they progress through the school. They work well in collaboration with others. They develop good relationships with classroom assistants, teachers and other members of the class.
18. Attendance is above the national average and the number of unauthorised absences is broadly the same as the national average. However, attendance had fallen markedly during the term when the

inspection took place. This is a direct result of parents taking their children on extended holidays during school time. Newsletters are sent out to remind parents and carers of the importance of good attendance, the legal responsibility of parents to ensure that their children are in school and the impact that these holidays have on educational standards. The school works closely with the educational welfare officer to improve attendance and to reduce the number of unauthorised absences. Registration is quickly and efficiently carried out at the beginning of morning and during afternoon sessions, although a few pupils arrive late and miss the events and important information that accompanies the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching throughout the school is satisfactory. It is very good in the Foundation Stage and satisfactory in the rest of the school. Eighteen per cent of lessons observed during the inspection were very good, thirty-seven per cent were good and thirty-seven per cent were satisfactory. Eight per cent were unsatisfactory. The quality of teaching in the school has improved since the previous inspection in the high percentage of very good lessons seen, although a lower percentage were good or better than previously. The quality of teaching enables children under five and pupils in Year 1 and in Year 1 to make very good progress overall, while satisfactory progress is made in the rest of the school.
20. Teaching is characterised by the variation in methods used and their management of behaviour in different classes. In general, the school deals well with the mixed age classes. Children in reception and pupils in Year 1 are taught together very successfully and make very good progress as a result of very impressive teamwork between members of staff. Pupils in Years 5 and 6 also benefit from good teaching. Teachers plan together carefully, they constantly address the question of pupils' progress through the years in all subjects and they share ideas and practice with readiness and enthusiasm. This co-operative attitude is not reserved only for teachers, but spreads from teachers to support staff, so that the whole school works together effectively. In this way, no new teacher is ever without a high level of support and advice.
21. Teachers have good knowledge of the subjects they teach, which helps pupils to learn well. Generally, planning for lessons is good, with care taken to provide for the needs of all abilities, including pupils with special educational needs and the more able pupils. However, some teachers find the management of a minority of pupils' challenging behaviour difficult, so that occasionally time is lost and pupils' concentration is broken. Teachers mark pupils' work regularly and constructively and set appropriate homework.
22. The teaching of children in the reception class is very good and children learn very well as a result. Lessons are planned very well for each of the areas of learning. They are very well organised, with good resources used very effectively to encourage children's learning. Relationships between staff and children are very positive and lessons proceed at a challenging pace which the children enjoy and respond to well. The teacher creates many opportunities to reinforce skills in speaking, listening and counting.

There is always a happy and productive buzz of activity in the reception class, made by children immersed and absorbed in what they are doing.

23. In English, teaching is satisfactory overall. All teachers have a secure understanding of the teaching of literacy and use lesson time appropriately to ensure that the different elements are covered well, especially reading, which is given extra emphasis. They are confident enough to be able to adapt literacy teaching sensibly and effectively for the needs of their particular pupils. They do not, however, always ensure that pupils are sufficiently challenged in the sections of the literacy lessons set aside for writing. As a result, pupils sometimes have too little practice in writing, particularly in Years 3 and 4. Teachers demonstrate good subject knowledge and methods, which inspire pupils to learn successfully. Pupils are motivated well by the interesting tasks prepared for them, regardless of their gender or their varying abilities. The best lessons proceed at a very good pace. Work is generally well matched to pupils' abilities. Planning has clear aims and most teachers' good management ensures that pupils are never idle or distracted during lessons, though there are occasions when the poor behaviour of a minority of pupils disrupts the work of the others.
24. In mathematics, teaching is satisfactory throughout the school. Lessons are carefully planned, using the national initiative for mathematics. Teachers identify activities well for different ability groups. Teachers' subject knowledge is good and expectations are high. Teachers generally manage their pupils and time well, though some challenging behaviour in some classes leads to lack of concentration. Support staff make a valuable contribution to the quality of teaching and learning, through the help and support they offer to individuals and to groups. Sufficient challenge is provided for higher-attaining pupils and work is accessible and interesting for the lower attaining pupils, enabling them to reach good standards.
25. In science, teaching throughout the school is generally satisfactory. Most teachers ensure that pupils know how to use enquiry skills well. Importance is attached to the development of experimental work and for pupils to challenge themselves to think and to solve problems. Teachers ensure that pupils enjoy the science lessons.
26. No judgement could be made on the teaching of art and design, design and technology, geography, history and religious education, since it was only possible to observe a few lessons in these subjects during the inspection. However, teachers' planning is clearly effective and a very variety of resources are used well by pupils. Teachers' good subject knowledge and enthusiasm and interest are clearly evident in pupils' work and in the many displays around the school.
27. The information and communication technology lessons observed were generally good. Teachers are clearly acquiring enough expertise and understanding of the subject to enable pupils to learn well. They plan well to cover the demands of the scheme of work and challenge pupils of all abilities well. Teachers harness pupils' interest well and plan systematically in order to develop their skills.

28. The quality of teaching of music seen was good. It is taught by a part-time specialist teacher, who plans lessons with care. Pupils are encouraged to develop their skills and talents in all areas, either when singing, undertaking instrumental work or simply when they appreciate music. Most teachers have an interest and an enthusiasm for the subject and this motivates the pupils and ensures their musical development.
29. In physical education, the teaching is satisfactory for pupils up to the age of seven. In Years 5 and 6 it is very good. The planning of lessons ensures that pupils progress systematically through a range of skills and are exposed to a range of activities in which all can enjoy participating at some level. Teachers manage pupils safely and with good humour, so that pupils are happy to try new activities and work with interest and concentration.
30. Teaching for pupils with special educational needs is good. Daily guided sessions are well organised and structured. The quality of support, which takes place in class, is good overall. The learning support assistants make an important contribution to pupils' learning. Pupils are fully integrated into activities in the classrooms. The organisation, groupings, general provision and support have a positive impact upon learning. Teachers and other staff positively include pupils with special educational needs in the community of the school. They in turn take a positive approach to their own learning and show real commitment to improvement. Pupils with special educational needs work with increasing independence as they progress through the school. They work well in collaboration with others. They develop good relationships with classroom assistants, teachers and other members of the class.

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

31. The quality and range of learning opportunities provided for children under five are good and have improved since the previous inspection. The school follows nationally recommended areas of learning for this age group closely. The curriculum is well planned to ensure that the needs of all children are met and to provide them with a good range of experiences. The teacher ensures that the curriculum is appropriate for reception children and different from that for the pupils in Year 1 who are also in her class. The school is in the process of developing the outdoor play area for the children under five.
32. The curriculum the school provides is satisfactory for pupils aged five to eleven. It is broad and covers all subjects. The appropriate statutory curriculum is in place and meets the needs of all pupils, including those with special educational needs. The requirements laid down in the National Curriculum are fully met. The time allocated to the teaching of curriculum subjects is satisfactory and broadly in line with the national average.
33. Teachers' planning for curriculum subjects is satisfactory and this is an improvement on the situation commented on in the last inspection report, which identified a lack of long-term planning for many subjects. The school has met this criticism effectively by developing plans based on the

recently produced national guidelines for the curriculum subjects. All subjects now have policies and schemes of work that guide the planning of teaching and learning clearly and ensure progress throughout the school. Some of the policies are relatively old and have not yet been reviewed in the light of recent developments in the curriculum. Since the last inspection, the school has effectively introduced the national literacy and numeracy initiatives and teachers' planning for English and mathematics is good.

34. Teachers plan well for the demands of mixed year groups. There are detailed plans which cater for the needs of pupils across the range of abilities. The previous inspection report noted the lack of challenge for higher attaining pupils in the older age group. This has been met in part by informing parents of the opportunities that exist within the local education authority to send pupils on courses which are designed to provide extra challenge. The school is making effective use of this provision. Teachers also include appropriate work to extend more able pupils in their daily planning.
35. Pupils with special educational needs make good progress in learning. Teachers are fully involved by the co-ordinator for special educational needs in the writing of individual educational plans. These plans set out clearly and concisely the ways in which the curriculum is to be adapted to meet individual needs as well as identifying the resources that are necessary to meet those needs. The more experienced teachers and classroom assistants work together well to identify ways in which support can be given. This support by classroom assistants for pupils with special educational needs makes a valuable contribution to pupils' learning.
36. The school takes a number of initiatives to improve standards, including a programme of additional support in reading and spelling. This, together with the purchase of a commercial computer-aided learning programme which teaches aspects of reading and writing, including spelling, are examples of the school's good level of commitment to the improvement of standards for all its pupils.
37. The school works hard to give pupils equality of access and opportunity. It is an inclusive school, though access for people in wheelchairs is very difficult, as there is no ramp to negotiate the steep flight of steps between the school and the footpath on the main road. The provision of extra-curricular activities is satisfactory and makes a sound contribution to pupils' social and creative development. The school runs a breakfast club that offers purposeful activity to children before the start of the school day. There are football, rounders and tag rugby clubs after school, supervised by parents and helpers. There have been residential visits to the Isle of Wight and one is planned to Torbay, during which pupils in Years 5 and 6 will participate in a good range of activities, including archery and wall climbing, thus adding a good range of experiences of sporting activities.
38. Reading and writing are generally well taught in the school, with the exception of writing, which is not always full in amount. Teachers promote speaking and listening skills well.
39. Though the new initiative in numeracy has been successfully introduced by the school and has resulted in a recent improvement in standards in

mathematics, there is no whole school policy to guide teachers' planning to make the most of opportunities to promote numeracy across the range of subjects. Some teachers make good use of practical tasks during register time to reinforce addition or subtraction. The use of information and communication technology across the curriculum is improving rapidly as teachers gain expertise and new hardware and software are introduced.

40. The religious education syllabus complies with the locally agreed plans. Pupils learn about a range of other faiths and their customs and learn to consider moral issues. The school has a daily period of collective worship.
41. The personal, social and health education programme is well planned. It has recently been developed by the co-ordinator, who has adapted a local education authority's programme for the school's curriculum. It makes good use of visitors such as the school nurse and the local police, who visit the school to promote greater understanding of, for example, drugs and sex education. Some of these matters are also taught, where appropriate, through the science curriculum.
42. The school has established good links with its local partners in education. The reception teacher makes regular visits to the village pre-school groups to liaise with leaders and to ease the transition between the groups and the school. The local comprehensive school to which most pupils move at the age of eleven sends teachers to visit and, on occasion, to teach pupils so that the change to secondary school is made easier. There are also good links with the local community, through the parish church and charity work.
43. Provision for the spiritual development of pupils is good. The well-planned programme of assemblies follows the Christian calendar, and also celebrates the holy days and festivals of other faiths. The school fulfils all requirements for a daily act of collective worship. Opportunities are provided for pupils to contribute in various ways to assemblies. The playing of classical and other music during assembly time creates an atmosphere in which pupils can reflect on their responses to the messages offered by the act of worship. Pupils' singing in assembly is good and makes its own contribution to a sense of the spiritual. The local vicar regularly contributes to the spiritual life of the school and is present during assemblies which celebrate the main Christian festivals.
44. The school is a strongly moral environment, making good provision for moral development. Teachers and the other adults who look after pupils in the school share with their pupils their understanding of right and wrong. For example, when there is a falling out, pupils are reminded of the consequences of their actions on others. Pupils are encouraged to develop their own rules to govern behaviour. In response to concerns over the playing of football in the area very close to the main road, pupils agreed their own sanctions for those who kick the ball over the fence. Teachers and other staff act as good role models for pupils. They show good care and concern for the pupils and do what they can to promote good relationships. This has an impact on pupils' behaviour in class as well as around the school. Wider moral issues, such as care for the world around them or for people in difficult circumstances in developing countries, are explored in assemblies and in subjects such as English and

religious education. As part of this caring for others, pupils are often involved in raising money for people in need.

45. Provision for pupils' social development is good. Teachers and other staff work to create good relationships in the school, based on openness, kindness and concern for others. An example of how staff develop good relationships is to be found in the way that lunchtime assistants involve themselves in pupils' play at break and at lunch times. They have been trained in helping pupils to play purposefully and they manage activities well. The school provides a good range of equipment to encourage constructive play. Teachers plan opportunities for pupils to work together collaboratively in various subjects and this helps to promote good social skills. Pupils with special educational needs are fully involved in the life of the school. There is a 'Buddy' system that involves Year 6 pupils taking responsibility for incoming reception children. Pupils are also encouraged to keep up contacts with their friends who move away. Year 6 pupils are communicating via e-mail with a classmate who has temporarily moved to Australia.
46. Provision for pupils' cultural development is satisfactory. The pupils in the school mostly share a common cultural background. They are given opportunities to appreciate the local heritage through cultural activities and through visits to such places as Bath Abbey, local museums and the zoo. They find out more about a range of different lifestyles in different countries around the world through their geography lessons. In history they learn about a range of dominant and distinctive cultures, such as that of the Aztecs. English provides pupils with an insight into their own literary heritage, while religious education and the programme of assemblies helps pupils to explore the cultural statements made by the major religions. In music, pupils experience the rhythms, melody and words of the rich cultural heritage of countries such as South Africa, India and Ireland. There is, however, little evidence, other than in religious education, of pupils being taught about the cultural diversity in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. Many aspects of support for pupils' welfare make a positive contribution to improving educational standards. The school has a caring ethos marked by the provision of a clean, safe and ordered environment in which pupils can learn effectively and in which parents are made welcome. Arrangements to promote pupils' general well being are good and concentrate on ensuring that all pupils are fully included in the activities of the school. Pupils are offered help and support for personal difficulties. The teachers and learning support assistants are very alert to both the academic and pastoral needs of pupils, including those with learning and other difficulties. Teachers are skilful at meeting the needs of pupils, know the pupils very well and work hard to maintain positive relationships. This judgment shows an improvement since the time of the last inspection.
48. Child protection procedures are good and operate through the headteacher. Liaison with teaching staff is also good and training given as appropriate. The use of learning support assistants contributes

positively to the welfare and progress of all pupils. The arrangements and provision for dealing with first aid, child sickness, accidents and emergencies are good and well understood by pupils and staff. Risk assessments are regularly undertaken in all areas concerning all pupils' safety. Supervision during the dinner breaks is appropriate. Some pupils benefit from the provision of an early morning Breakfast club and this provides them with a good start to the school day. There is a good programme for personal, social and health education, which is delivered through Circle Time, class assemblies and lessons. This ensures that pupils are given good opportunities to reflect on the impact of their behaviour and actions. There is an appropriate health and safety policy, although this is in need of updating and review by the governing body.

49. The school has good procedures for monitoring and promoting discipline and good behaviour. These are under constant review. The headteacher encourages all teachers to aim at high and clear expectations for standards in behaviour. She aims to ensure that there is a consistent approach to behaviour throughout all aspects of the school life, commonly understood and practised by all staff. The expectation that pupils will behave well is reinforced during lessons, break times and assemblies by the example of all the adults working in the school, though there are pockets of disruptive behaviour by a minority of pupils in some classes. There is little evidence of bullying and harassment during the school day as, through a policy of taking immediate action, teachers effectively avoid any serious incidences.
50. The monitoring of pupils' personal development is satisfactory. Teachers know and care for their pupils well, and class teachers are efficient in monitoring pupils' overall personal development. Pupil files are well used to keep a record of pupils' personal interests and achievements, gained either in school or at home. There are individual educational plans in place for pupils with special educational needs. Teachers and learning support assistants have good knowledge of pupils' targets and work to help pupils achieve their goals. Arrangements for the annual review of pupils with statements of special educational need are fully in place and the school makes good provision for them. The process for the identification of pupils with special educational needs and the systems to check the progress, support and monitor pupils with special educational needs are good. Appropriate support is given to pupils, and where necessary, relevant outside agencies are involved. The school receives particularly good service from local education special educational needs advisory teachers. The school conforms to all the aims and objectives of its special educational needs policy and fully implements the expectations of the Code of Practice for pupils with these needs.
51. Procedures for monitoring and promoting attendance are satisfactory. The school is in the process of changing to a new computerised system. Registers are maintained and stored in accordance with statutory regulations, although pupils' attendance is not always recorded at the start of each afternoon session. Teachers, the headteacher and the educational welfare officer, follow up unauthorised absence. The school is beginning to use attendance data to track pupils' attendance and to monitor the number of unauthorised absences incurred through parents taking more than two weeks holiday during the school term. Procedures have been strengthened to ensure consistency and accuracy of records.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school enjoys effective links and partnerships with parents and the community. These make a positive contribution to pupils' learning at school and at home. The pre-inspection questionnaire and meeting with parents show that, overall, parents and carers have a very good view of the school. Parents feel that the school is well managed and led and they enjoy good relationships with both the headteacher and class teachers. Parents also particularly noted the following:
53. This judgment about how well the school works in partnership with parents is more positive than that made at the time of the last inspection. However, some parents at the pre-inspection meeting noted that they would like to see improvements in the quality and consistency of homework, and feel that the range of out-of-school activities is limited. The inspection team agree with parents that the quality and consistency of homework needs improving. However, inspectors consider that the range of out of school activities is satisfactory as they are similar to that found in other comparable schools.
54. The quality and frequency of information provided to parents are good. Newsletters to parents are frequent and keep parents informed about events and issues, whilst also celebrating the school's successes. The parents of new pupils are well informed through the useful prospectus and through meetings and personal interviews. The governors' annual report to parents provides another valuable source of information. Parents' meetings each term provide many good opportunities for parents to discuss their children's progress, attainment and targets. Almost all parents attend the parents' meetings and feel that these evenings are useful. At present, parents do not receive curriculum information to inform them of the topics their children are studying, although there are plans to rectify this. Parents like the format of pupils' annual reports. These give parents details of their child's progress and suggest targets for improvement; however, they do not include details of pupils' levels of attainment in subjects.
55. Parents of pupils with a statement of special educational needs receive appropriate information through an annual review and parents are invited to attend meetings to discuss these. Parents of pupils with individual education plans are kept well informed and are aware of the targets set for their child.
56. The school operates an 'open door' policy for any parent or carer wishing to discuss matters or make a complaint. Parents say they feel welcome in the school and happy to approach the headteacher or class teachers with problems and difficulties.
57. The parents' involvement in their children's learning is good. The school welcomes the help that parents and senior citizens are able to offer in school, for example with projects linked to topic work, helping in the library and listening to younger pupils read. Other parents are willing to offer occasional help with school trips and other activities, such as running the tag rugby club. Reading diaries and homework diaries act as links between school and parents to support parents in listening to their

children reading and in completing homework. These also act as a means of conveying messages between home and school. However, the inconsistencies in the setting of homework restrict some of the opportunities for parents to offer consistent support to their children's education.

58. Many parents, carers, friends of the school and villagers attend school presentations, such as the Christmas production, in which each year group performs, sports days and school assemblies. There is a very successful Parent Teacher Association and this arranges social and fund raising functions for the school. They arrange events such as a Summer Fayre, the forthcoming Christmas Fayre, and a Fun Run. Recently funds raised by the Parent Teacher Association have funded the furnishing, decorating and equipping of the new classroom. The school also enjoys generous donations from the local community and church towards providing extra equipment and provision for pupils' development in school. The many links between the school, the community and parents ensure that parents make a positive contribution to the work of the school and what their children achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership and management of the school are characterised by a range of strengths, which make them good overall.
60. The headteacher is highly skilled and committed. She provides very good and effective leadership and management. Above all, she shows drive and initiative, which have enabled the school to improve significantly since her appointment last year. She has steered the school carefully towards its goal of higher attainment by all pupils. Working well with the governing body and the very supportive senior manager and the management team, she has implemented a wide range of improvements that have had a beneficial effect on the quality of education provided by the school. This has been accomplished despite having many changes of staff, staff absences and building works during that time. In the last year the school's budget was also cut. The headteacher and senior staff form a good team, which puts the needs of the pupils first.
61. The observation, evaluation and development of teaching are now planned for and are progressing satisfactorily. Experienced subject co-ordinators influence the quality of teaching and learning in their subjects successfully and are very clear about what needs to be done. They have taken aboard new initiatives, such as the national ones in literacy and numeracy, well. However, staff changes have meant that much of the co-ordination of other subjects is being done either by new or temporary staff or by the headteacher. As a result, there is little time or opportunity for monitoring and evaluating the planning of work in these subjects, or for evaluating its results by analysis of pupils' work. Subject co-ordinators are not always experienced enough to be able to give teachers appropriate guidance in the teaching of these subjects. The school's decision to plan some subjects in blocks of teaching is providing them with the opportunity to teach focused units of work systematically.

62. The provision for pupils with special educational needs is well managed. All the procedures associated with the identification, support, monitoring and review of progress of pupils with special educational needs are effectively organised. Though the co-ordinator for special needs has only recently taken up the post and is a relatively inexperienced teacher, she has received a good induction from the former co-ordinator and the headteacher and has responded in a most conscientious and committed manner to the challenge the job presents.
63. The school is using all available data on pupils' progress well to evaluate its own performance and is clear about its educational and other priorities. The good use of data collected and analysed has contributed to recent improvements in standards in all subjects, as well as the implementation of measures such as additional literacy classes and extension work for the more able pupils.
64. The chairman and the governing body are hardworking and dedicated. They have a good understanding of the school's strengths and weaknesses and bring a great deal of professional expertise to bear on solving the school's problems and improving its efficiency. They carefully monitor the school's progress and initiate or support appropriate action, as well as fulfilling their statutory responsibilities. They are very effective partners in decision-making and are highly supportive and appreciative of the headteacher and the rest of the staff of the school.
65. The school's educational priorities are very well supported through careful financial planning. The headteacher and administrative staff have a good understanding of school finance, helped greatly by the expertise of the governing body. They work well together to bring their varied skills to bear on the financial planning and management aspects of the school's work, especially in the light of the recent fall in the school's income. The school makes satisfactory use of information and communication technology in its work and general administration. The school development plan is strong, driven by clear priorities and contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to provide pupils with the means of raising standards further and the budget is tailored to the priorities dictated by the management plan.
66. All funds received for specific purposes, such as those to support pupils with special educational needs, are well and appropriately managed and used. Ongoing expenditure is carefully monitored and money is spent thoughtfully and wisely. The school is impressive in its demonstration of the ways in which it ensures the best possible value for money and in its effectiveness in all spending decisions, whether for equipment, supplies or services.
67. There are sufficient teachers to teach the full curriculum and all have had appropriate training for this phase of education. Good use is made of support staff to help pupils make appropriate progress and to meet the needs of pupils with special educational needs. The school's accommodation is satisfactory. It has been improved by the recent addition of a classroom, thus releasing the hall for use for physical education and assemblies. Other minor alterations are due to be carried out soon to improve facilities such as the library. The new classroom is

also used as the information and communication technology suite. Generally, resources for learning are satisfactory. The school does its best, with limited facilities, to ensure that pupils are working in an environment that motivates them and contributes to their achievements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to build on the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff should:-

- (1) raise pupils' standards by the time they leave the school, particularly in Years 2,3, and 4, by:-
 - raising teachers' expectations of what pupils can achieve in writing through sharing the best practice across the school;
 - improving the amount and range of written work pupils are expected to produce;
 - encouraging and consolidating the use of numeracy through all subjects of the curriculum.;
 - continuing to ensure the steady progression of skills through planning in science.

(See Paragraphs 9,11,12,20,21,23,38,39,84,87,88,100,106)

- (2) improve the quality of teaching by:
 - ensuring good behaviour management in all classes;
 - extending the good classroom practice in some classes to the whole of the school.

(See Paragraphs 13, 23, 24, 49, 89, 98, 104)

- (3) improve the quality of monitoring and evaluation of planning by subject co-ordinators.

(See Paragraphs 61, 91, 101,110,115,118)

In addition to the issues above, the following should be considered for inclusion in the action plan:-

- reviewing existing school policies in all areas in order to bring them fully up to date.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	10	10	2	0	0
Percentage	0	18	37	37	8	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	84
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	7	7	8
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	86 (89)	93 (89)	100 (89)
	National	84 (83)	86 (84)	91 (90)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	7	7	8
	Total	12	12	14
Percentage of pupils at NC level 2 or above	School	86 (89)	86 (89)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	3	7	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	7	6	7
	Total	10	9	10
Percentage of pupils at NC level 4 or above	School	100 (78)	90 (67)	100 (100)
	National	75 (75)	71 (72)	87 (85)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	6	6	7
	Total	8	9	10
Percentage of pupils at NC level 4 or above	School	80 (56)	90 (67)	100 (63)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	77
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	17.5
Average class size	21.0

Education support staff: YR – Y6

Total number of education support staff	2.0
Total aggregate hours worked per week	37

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	248,101
Total expenditure	247,443
Expenditure per pupil	3,214
Balance brought forward from previous year	6,908
Balance carried forward to next year	7,566

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	49	2	0	0
My child is making good progress in school.	41	54	2	0	2
Behaviour in the school is good.	54	39	0	0	7
My child gets the right amount of work to do at home.	24	61	10	2	2
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	44	49	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	15	2	0	0
The school expects my child to work hard and achieve his or her best.	56	39	0	2	2
The school works closely with parents.	46	51	2	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	63	32	2	0	2
The school provides an interesting range of activities outside lessons.	12	41	41	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. Children are admitted to the reception class in the September following their fourth birthday. There are currently ten children of this age in a reception/Year 1 class of seventeen. Children are assessed during the first term at the school, using the local education authority's programme Results indicate that the overall attainment on entry into school is average. By the time they enter Year 1, children exceed the nationally expected learning goals in all six areas of learning. All children, including those with special educational needs, make very good progress in their learning, as a result of very good teaching. This has improved since the last inspection.
70. The attitudes and behaviour of the children in the reception class are very good. They are all keen to learn and relationships both with each other and with adults are very good.
71. The quality of teaching is very good overall, with no lessons observed which were less than good. The teacher plans lessons well and uses the curriculum for children under five effectively to plan activities to meet the needs of all the children. Careful questioning challenges the children' thinking and extends their learning very well. Clear explanations are given to the children about what they are going to learn. As a result, children are enthusiastic and keen to learn. This makes a positive impact on the children's learning. Behaviour management is very good, as are the relationships with the children. Teaching makes very effective use of the classroom assistants to support the children's learning. The adults work very closely together to plan activities and the classroom assistant is very well deployed.
72. The quality and range of learning opportunities provided for the children in the reception class are good and have been maintained since the last inspection. The school follows the nationally recommended curriculum for children of this age closely. The curriculum is well planned to ensure that the needs of the children are met and to provide them with a good range of experiences. The teacher is very aware of that the needs of children of this age differ from those of the pupils in Year 1 who are also in her class. The school has identified the need to develop the outdoor play area for the children in reception, despite the difficulties presented by the school's site.
73. Assessment of the progress of children in the reception is satisfactory and has been maintained since the last inspection. They are effectively assessed during their first term in school and the information gained is used well to ensure that activities meet the needs of the different ability groups. It is also used effectively to identify any children who find learning more difficult than do children generally. Careful records are kept of individual children's progress in learning. The individual progress book, which is started in reception, gives clear and valuable information about children's progress. Samples of work are carefully matched to the recommended levels of attainment. The teacher visits playgroups and

nursery schools before children begin at the school to discuss individual children and to share any pre-school assessment records, thus giving her a clear picture of children's individual needs.

74. Links with parents of children under five are very good. There is a very good induction programme for both children and parents, also attended by the school nurse, the education welfare officer, representatives of the Parent/Teacher association and governors. The curriculum and school routines are explained to parents. Individual consultation meetings are arranged once the children have been in school for half a term and subsequently, so that parents have the opportunity to discuss their children's progress. There is also an 'open door' policy so that the parents can discuss any concerns.
75. Management of this age group is good, shared by the headteacher and the class teacher. Resources are satisfactory and are used effectively. The school has identified, in its school development plan, the intention to improve the provision for an outdoor play area for the children.

Personal, Social and Emotional Development.

76. By the time they are five, most of the children exceed the early learning goal in this area of learning. All children, including those who find learning more difficult than most make good progress in developing their personal, social and emotional skills because of the very good teaching and the good range of activities provided for them. Children are happy to talk to adults and to each other. Boys and girls play well together, as was evident, for example, when a group of children in the 'home' corner shared dressing up clothes and took on family roles. Relationships are very good and children work well together when sharing equipment. They are interested and keen to learn because of the very good learning environment created for them by their teacher. The high expectations of the teacher and the reinforcement of acceptable behaviour have a positive impact on the children's personal and social development. The arrangement of 'buddies' from Year 6 to help the children in the playground during their first weeks at school adds to the development of their personal, social and emotional skills well. Opportunities are also provided for children to discuss their feelings. For example, they paint pictures of happy and sad faces and can explain their reasons. The teacher regularly plans opportunities for children to make choices and plan their own activities. For example, during one lesson the children put their names on a planning board next to their chosen activity. All children knew exactly how many children could be in each area and planned accordingly. The adults who work regularly with the children in the reception class are very good role models, always treating the children with courtesy and respect. This assists the children's learning well.

Communication, language and literacy.

77. Children enter the reception class with average skills for their age. By the time they enter Year 1 most exceed expectations in this area of the early learning goals. Learning is very good because teaching is very good. The children listen intently to adults and each other. They confidently share and enjoy a wide range of books. The more able children can read some key words and repeat sentences after adults. They talk about the pictures

using short phrases or single words and give opinions about the characters in the story from looking at the pictures. For example, one child explained that the teddy was upset because his mouth was 'wiggling'. Children with average ability turn the pages appropriately and know that the story is about 'Kipper'. Less able children turn the pages carefully and listen carefully to an adult reading the story. Children show obvious enjoyment of books and know the main characters in the book. The children performed simple mimes, using the rest of the class as an audience, based on a shared text about the seasons. By the time the children enter Year 1 all know that they can communicate meaning through writing. The more able children can form simple sentences, sometimes using correct punctuation. Most children use simple words and phrases to communicate meaning and less able children use symbols and familiar words. The teacher has high expectations of children's attainment and plans activities very well to meet their needs. Questions are challenging and appropriate. This was particularly evident, for example, when the teacher was working with the whole class, sharing a non-fiction book with the children.

Mathematical Development

78. All children, including those with learning difficulties, make good progress in mathematics because the quality of teaching is good. By the time children enter Year 1 most achieve standards better than the those expected of their age. Most can write and order numbers and add and subtract to 10. Less able children can write and order numbers to 5. Most can describe simple two and three- dimensional shapes and use specific mathematical language such as 'taller than' and 'bigger than'. They are beginning to explain their workings. For example, during registration children are encouraged to take part in simple mental mathematics sessions using the numbers of children present that day. One reception child gave the correct answer to a question and carefully explained to the teacher that she put the first number of 14 in her head and counted on to 16 to know that 2 children were absent that day. The teacher provides the children with a good range of practical activities to interest and involve the children and as a result they make good progress in their learning.

Knowledge and Understanding of the World.

79. 50. Attainment in this area of learning is above average. All children, including those with learning difficulties, make very good progress in their learning because teaching is very good. By the time the children enter Year 1, many have a good understanding of the sources of light and that shadows are made by putting an object between a light and a surface. They can describe the properties of materials, using words such as 'shiny', and 'strong' and know that paper will rip because it is not strong. They name objects that move when they are 'pushed' or 'pulled'. More able and average ability children can make a simple electrical circuit. Less able children name some sources of light and can identify materials such as 'wood', 'metal' and 'plastic'. The children are beginning to understand how to operate simple equipment. For example, during one lesson they were observed discussing ways to communicate with the outside world. They look at how things operate, using buttons and switches, and how to send messages, using such devices as telephones. From photographs of themselves when they were babies, they compare what they could do

then with what they can do now. The quality of teaching is very good and so learning is very good. The teacher provides a very stimulating environment to enable children to learn about the world around them and makes good use of visitors to the school to enhance their learning. Children are eager to learn because of the teacher's enthusiasm. Good use is made of the local area, such as walks around the village and a visit to Keynsham High Street as part of a topic about 'shopping'.

Physical Development

80. By the beginning of Year 1 most children exceed the expected levels of attainment in physical development. Children are provided with good opportunities to handle tools such as pencils, scissors and paintbrushes, which they do with increasing skill. In the playground, they ride wheeled toys confidently, showing a good awareness of each other. In physical education lessons they follow instructions well during the 'warm-up' session. They develop their skills well, holding a simple balance and making good use of the space around them. Most can roll a quoit and ball accurately along the floor to a partner. Teaching is satisfactory and the children's skills are effectively developed during the lessons, supported by classroom assistants. Older pupils in Years 1 and 2 are also good role models for the children.

Creative development.

81. The children's attainment in this area is above average. They paint self-portraits based on famous artists and use a range of materials effectively to create pictures of 'light'. They use coloured tissue paper to create pictures in the style of Monet and make lilies from plasticine for a display. Only one lesson was observed within the creative development area of learning, a music lesson, so that no judgement can be made on the overall quality of teaching. In the music lesson children joined the rest of the pupils under the age of seven to prepare for a concert at Christmas. Most can already join in with simple songs, singing from memory.

ENGLISH

82. The results of the 2001 national tests show that the standards at the age of seven were in line with the national average in reading and writing. When compared with similar schools in the 2001 national tests, pupils' performance was below average in reading and in writing. Many more pupils achieved the higher than expected Level 3 in reading than in writing. The trend over three years shows reading falling from above average to below and rising again to average in 2001. Writing has risen from below average to average for this age group. At the age of eleven, pupils' results in the 2001 tests were well above the national average for all schools and also for similar schools. The trend indicates that the results for 11-year-olds has risen well between 1999 and 2001. The overall improvement in English since the last inspection is higher than that in mathematics and science. There has been no significant difference between the performance of girls and boys.
83. The standards of pupils' work by the age of seven seen during the inspection are similar to recent test results. Pupils' progress is

satisfactory by the age of seven, though it is less rapid than in the reception and Year 1 class, and pupils achieve standards that are broadly in line with national averages for reading and writing. At the age of 11, the standards of attainment seen are above the national average, particularly in speaking and in reading. Writing skills are average at this age.

84. Standards in speaking and listening are above average for both seven and eleven-year-olds and most pupils' listening skills are well developed. From an average starting point when they enter the school, pupils' standards overall are evidence of good achievement by the ages of seven and eleven. When pupils enter the school, many are confident in speaking and this confidence is well boosted by teachers. Pupils' reading skills are well developed at the ages of both seven and eleven. Many write with interest and effort. Teachers work particularly hard in literacy lessons on improving pupils' oral skills, and this enables pupils to learn well in other subjects. Pupils with special educational needs make good progress because of well-organised and focused support. More able pupils are beginning to make satisfactory progress, because of the recent initiatives put in place to extend them to their full potential, but their writing at by the age of eleven is still not always fully extended in the amount they write and the pace at which they write it. There is no significant difference in the attainment of boys and girls in English skills.
85. Progress in speaking and listening is often good. For Year 1 pupils, small-group work provides opportunities for adults to act as good language models and to encourage pupils to express themselves clearly. Focusing on sentence structures is a key feature of this work. The level of language use develops further with older pupils and they become confident and eager to contribute responses to teachers' questioning and to discussions. Pupils' vocabulary is enhanced well by teachers, which helps the overall level of attainment to remain above average. In Years 3 to 6, pupils' vocabulary is widened further and some pupils begin to use complex and grammatically accurate sentences. Pupils' own reading, and the teachers' use of good subject-related vocabulary in class discussions, play an important part in this development. Pupils listen well to the teachers' advice and demonstrate growing confidence in making active contributions to class discussions and expressing their opinions. Most pupils speak audibly and sufficiently clearly to engage the interest of the audience and, increasingly, in a more formal style. Pupils become more aware that the style in which people speak changes to match the appropriate situation. There are often well-planned opportunities, such as through debate, to enable pupils to speak at length and to use a variety of expression and vocabulary.
86. Pupils overall attain average standards in reading by the age of seven and above average standards by the age of eleven. There is a strong emphasis on the teaching and learning of letter sounds and blends in the Reception and Year 1 class. By the age of seven, progress slows, though pupils of average and below average ability have a good grasp of letter sounds to help them tackle unfamiliar words. Most pupils make satisfactory progress but there is sometimes insufficient effective combination of the teaching of phonics and other methods aimed at developing pupils' ability to read new words, increase their fluency and to develop their spelling. For example, in a good Year 2 lesson, pupils read simple instructions, concentrating on letter groups and blends, but this

happens in too few lessons. Pupils with special educational needs are identified early and embark on well-structured reading programmes, with realistic short-term targets. The range of reading material is increased as pupils move through the school, and more able readers in Key Stage 2 can choose books freely, under the guidance of their teachers. Pupils read with increasing fluency and accuracy, particularly in Years 5 and 6. Many pupils talk with enthusiasm about favourite authors, with some appreciation of a range of books. While less able pupils still understand what they read only literally, pupils of average and above average ability show a growing understanding of the use of metaphors and similes. More able pupils can identify more than superficial meaning and to appreciate the subtleties of humour in good quality children's fiction. Pupils learn to use dictionaries and thesauri in most classes. Pupils in Years 5 and 6 are developing the skills of skimming and scanning and making meaningful notes, as seen in a good Year 6 class making notes on a leaflet from 'Landmine Action'. Most pupils understand how books are arranged in libraries and how 'contents' and 'index' can point the way to specific information. Many pupils are able to use non-fiction books to locate and retrieve information. Most pupils make satisfactory use of their reading skills in subjects such as history, geography and religious education. Most pupils learn that reading offers both enjoyment and information and they are beginning to appreciate the qualities of different texts.

87. The combination of a literacy hour which covers all English skills and the good teaching in reception and Year 1 have had a beneficial effect on the standard of pupils' writing in Years 1 and 2, which is now average. Pupils are taught the skills of letter formation well and most are beginning to write in joined script with increasing control and accuracy. Letter combinations and common spelling patterns are stressed effectively. Pupils are encouraged to think about the overall structure of their writing, such as the setting, characters and plot when writing stories. Some pupils, however, lack fluency in their writing and are unaware of grammatical and spelling mistakes in their work. In some classes, too little written work is accomplished in the allocated time in literacy lessons, so that pupils are not sufficiently accustomed to writing at length.
88. The scope of writing is extended well in Years 5 and 6. Pupils write for a range of purposes, including narrative, description, letters, instructions, and other forms of writing. They grow in competence in spelling and punctuation. By the age of eleven, pupils are introduced to the main features of specific genres, for example writing magazine reviews, but this work is limited in Years 3 and 4. Although a minority of pupils still find it hard to express themselves clearly in writing, most pupils, and the most able in particular, are able to interpret and comment sensibly in writing on texts that they read. However, there are not enough examples of sustained story writing with good attention to developing characters and plot, and written work is often brief. The amount and quality of written work in subjects such as science, history, geography and religious education is often insufficient to support the development of writing skills as well as it might. The use of information and communication technology to word process, re-draft and edit is satisfactory, as are handwriting and presentation of work.
89. The teaching of English is satisfactory overall and varies considerably from class to class. Where teaching is consistently good, it is showing

beneficial results in the teaching of writing, as in Year 1. In Years 3 to 6, teachers are firmly focused on the need to improve writing skills, but not all stress the importance of the quantity of work produced and the degree of pupils' effort needed to improve standards. Six out of every ten lessons observed were good or better and there was no unsatisfactory teaching. Most teachers ensure that pupils know what they are expected to learn and how this links with what they have learnt previously. Lessons are often well planned and organised, with a good mixture of whole-class, group and individual work. In a very good Year 6 lesson, for example, teaching showed good knowledge and understanding of the subject and used very good questioning techniques and clear explanations. Pupils were actively involved in identifying language features, focusing on the use of imagery in the text. Most teaching uses suitable methods to develop good listening and improve pupils' concentration and the pace of work. It capitalises on pupils' interest in the subject, and this makes a good contribution to learning. Most pupils are attentive, eager to answer questions and keen to join in class discussion, though in some classes disruptive behaviour by a few pupils adversely impacts on the learning of other pupils. Teachers generally have good relationships with pupils and encourage good manners and social skills. Many pupils behave very well and concentrate on their work, but there are occasions where teachers' management of behaviour is insufficiently effective to maintain a satisfactory level of concentration and effort. Throughout the school, teaching sets appropriate standards in English skills for the majority and maintains a good level of support for pupils with special educational needs. The marking of pupils' work is helpful, as most teachers make constructive comments and give suitable guidance to pupils on how to improve their work.

90. The national initiative in literacy has been productively introduced into English lessons. Teachers understand its aims and use the recommended pattern, so that it is well established throughout the school, though too little time is devoted to sustained writing. Teachers build steadily on pupils' learning, complementing it well through the use of computers and activities such as designing eye-catching adverts. Some opportunities are also provided for pupils to use their literacy skills for work in other subjects, such as when they are reading and talking about events of the past in history and explaining and recording conclusions of scientific experiments. Less able pupils and those with special educational needs receive intensive support in well-organised 'intervention' groups where language skills are practised and reinforced by the designated staff. This good quality support boosts pupils' self-esteem as well as enhancing their skills.
91. The management of the subject is good. The literacy co-ordinator is very aware of the strengths and weaknesses in the subject, particularly the lack of emphasis on structured planning to address the weaknesses in the subject, particularly in writing, through effective forward planning and implementation of a systematic programme of monitoring of teaching and learning, especially for staff new to the school. The procedures for assessing pupils' progress are good, and the results of all tests are effectively analysed in order to set individual targets. Useful additions have been made to resources in classes, so that there are sufficient books of good quality, both fiction and non-fiction, in classes and in the school library. Overall, the subject has made satisfactory improvement

since the previous inspection, especially in the light of the many staff changes.

MATHEMATICS

92. Standards of attainment in numeracy in the 2001 tests for seven-year-olds have remained average for the past two years. This shows an improvement on the decline in 1998 and 1999. In the tests for eleven-year-olds in 2001 there has been a steady trend of improvement since the 1998 results that placed the school at well below average. Results show that pupils' attainment is now in average. At the previous inspection, the standards attained by Year 6 pupils were found to be higher than those expected nationally. There have been substantial staffing changes in the school since that time. Results in numeracy fell immediately after it, but are now recovering. One important factor in the recovery process is the successful introduction of national initiative for mathematics, which has led to improvement in the planning and teaching of the subject.
93. Standards of work seen during the inspection reflect the test figures. Pupils are attaining standards that reach national averages by the ages of both seven and eleven.
94. By Year 2, pupils are confident in their understanding and use of number. They recognise patterns in number when, for example, the teacher reads out a sequence of numbers with one missing. Most can identify odd and even numbers. They are able to use a ruler to measure objects such as their classroom table and most can measure in metres and centimetres. Most pupils offer close estimates of, for example, the length of lines drawn on the chalkboard. They are beginning to use mathematical terms, such as 'estimation', appropriately. Younger pupils communicate the results of their survey of favourite foods by the use of bar charts. They confidently explain why a bar chart is a good way of presenting findings.
95. By Year 6 most pupils have a sound understanding of number and place value. They enjoy the challenge of mental mathematics problems and successfully tackle the addition and subtraction of two digit numbers up to and beyond 100. They calculate simple percentages and can work out discounts on notional purchases. They work well with problems that are expressed in words. Most have a fair understanding of the range of mathematical functions, such as division and multiplication, and check the validity of their answers, using a suitable range of strategies. They have a sound grasp of common mathematical terms, including 'intersection' and 'compound shapes' and are able to offer their own ideas about how to calculate the perimeters of complex shapes and record their findings. They are able to name common shapes and have learnt to do angle sums. More able pupils can describe and understand the properties of quadrilaterals. A good number of pupils are using brackets well in their calculations. Pupils of all abilities are using a range of charts, including pie charts, to communicate their findings, for example, in a survey of musical instruments carried out.
96. The teaching of mathematics is satisfactory overall. No unsatisfactory teaching was observed. The best teaching is in Year1 and Years 5 and 6.. All teachers have at least a sound knowledge of the subject. They teach

numeracy well and their planning is good. They effectively identify the needs of pupils and provide work that is appropriate for the wide range of ability they have in each class. They are well supported by classroom assistants, who have a good knowledge of the pupils and also the expertise to help them make progress. Teachers generally prepare assistants well for what they have to do, though in some lessons they do not always make the best use of their services. This is especially so in classes where a small number of pupils sometimes display challenging behaviour and could, for example, be calmed by the presence of a classroom assistant at their side.

97. Lessons normally begin with clear introductions that share the lessons' aims with the pupils. This gives pupils a sense of responsibility for their own learning. This is reinforced when teachers return to the aims at the end of the lesson to review what has been done and to praise or question the progress made.
98. Lessons normally feature a good range of activities, including mental mathematics. Pupils respond well to the challenge these represent and enjoy what is often a game-like approach to number problems. Their learning is good in lessons where the pace of activity is maintained without interruption to deal with distractions. Activities are generally well prepared and this means that pupils lose little time in their learning. Concentration is good in the better lessons and pupils respond well to challenge.
99. Pupils with special educational needs are well supported and they make good progress overall. They are fully included in classroom activities.
100. The school does not make full use of opportunities to reinforce the use of number in the other subjects of the curriculum, though in design and technology they create labelled drawings of their designs which give measurements. One teacher uses the registration process to consolidate simple addition and subtraction. The use of information and communication technology to reinforce and extend pupils' knowledge and understanding is developing and it is well used in Year 5/6..
101. The subject is capably managed. Teachers have been well prepared for the changes in teaching styles that are advised as a result of national initiatives. The headteacher has carried out observations of all teachers. However, a more definite programme of monitoring of the teaching and learning in mathematics is required to make sure that the present improvement in standards in the subject is maintained.

SCIENCE

102. Standards of pupils' work in science by the end of both Year 2 and Year 6 are average. Standards have been maintained by the end of Year 2 since the previous inspection, but there has been a dip in standards in Years 3 to 6 because of the impact of staffing changes during the last few years. However, inspection evidence indicates that standards are improving and are at least in line with the national average. In the teacher assessments for Year 2 in 2001, standards were very high for those achieving the expected Level 2 and close to the national average for those attaining Level 3. In the national tests at the

end of Year 6, results were below the national average and below average, when compared with similar schools. There is little significant difference between the attainment of boys and girls.

102. Pupils, including those with special educational needs, are making satisfactory progress in their learning. In Year 1, pupils know that objects cannot be seen in the dark and they use other senses, such as smell and touch, to identify the objects. In Year 2, pupils can name sources of light and look at a range of shiny objects to see if they reflect light. Most can record their results on a simple table. Groups of pupils look at a range of materials to see whether they are transparent, translucent or opaque. Most can explain the meanings of these terms and some pupils are beginning to predict their results accurately before carrying out their investigations, especially the more able pupils, who are beginning to make deductions for themselves.
103. By the end of Year 6, most pupils know that mixing materials can cause change. They predict what might happen when materials are mixed with water and have a clear understanding of the ways in which to carry out accurate tests. They observe teachers' demonstrations and their own experiments carefully and record what happens. Following discussion, pupils record their results as graphs. The pupils use their knowledge from previous lessons well to support their learning and make good use of scientific vocabulary, such as 'dissolving', when describing what they see. In Years 3 and 4, most pupils understand that humans and other animals have skeletons and muscles to support and protect their bodies. They investigate how muscles and bones work together. Again, boys and girls attain similar levels and the less able pupils are helped to reach their potential. More able pupils have work set for them to extend their investigative skills.
104. The quality of teaching is satisfactory overall. Lessons are well planned. Lesson aims are clear and are appropriately shared with the pupils, which has a positive impact on their learning. Teachers make good use of question and answer to check previously taught knowledge and understanding. Tasks are suitably matched to meet the needs of the pupils and support is effectively given to individuals and groups during investigation, enabling them to understand clearly what they are exploring. Where teaching is good, teachers have high expectations of attainment and of behaviour. Behaviour management is very good in some lessons and, as a result, pupils make very good progress in their learning. The teachers' subject knowledge is good and supports learning well. Where teaching is less satisfactory, the pupils are easily distracted and attention seeking, which has an adverse impact on the pace of the lesson. Inappropriate resources are used to introduce the topic and the pupils find the language in the text difficult to understand, though they become more engaged in the practical sessions that follow the initial phase of lessons.
105. Assessment of the subject is satisfactory. The headteacher has analysed test results and has identified the need to challenge the more able pupils and to continue to raise standards in science. Pupils are tested at the end of each unit of work and a procedure for recording attainment is being developed. The school is using information gained from assessments to predict expected levels of attainment for each pupil and aid future planning.
106. Management is satisfactory. The headteacher is temporarily overseeing the subject. The school has a satisfactory rotating programme of topics, which is

appropriate for a small school with mixed age classes. The nationally recommended guidelines in the subject are used for long-term planning and the school is gradually building its own medium-term plans. Monitoring is done effectively through matching samples of pupils' work with the planning. Shortage of resources is no longer an issue and there are now sufficient to meet the demands of the science curriculum.

ART AND DESIGN

107. Standards in art are average at the ages of both seven and eleven and have been maintained since the previous inspection. All pupils, including those with special educational needs, make sound progress in their learning. More able pupils are given opportunities to produce imaginative and original work. No lessons were observed during the inspection, so no judgement can be made on the quality of teaching. Evidence of standards has been obtained from looking at displays and samples of pupils' work, as well as discussions with pupils and teachers.
108. By the end of Year 2, pupils have used a wide variety of materials and processes to communicate their ideas and meanings. For example, in Year 1 pupils use bold colours to create pictures in the style of Picasso. They develop their tracing and shading skills by copying the outline of the 'Mona Lisa'. Some pupils use tissue paper effectively to create pictures of the 'Waterlily' scene by Monet. Pupils in Year 2 paint self-portraits using the styles of famous artists. They are beginning to comment on differences between their own and others' work and to suggest ways of improving their work.
109. By the end of Year 6, pupils are beginning to explore ideas in more detail and to collect information to help them develop their work. At present, they are using the web site to find out about Aztec art. They have satisfactorily designed interesting tiles in the styles of the Aztecs.
110. Teachers use the nationally recommended guidelines in their planning to ensure that all required skills in the subject are covered as pupils progress through the school. Assessment linked with these guidelines is in an early stage of development. However, the role of the curriculum co-ordinator is underdeveloped, as there is very little monitoring of standards or teaching. Resources are satisfactory and are used well to support learning.

DESIGN AND TECHNOLOGY

111. Owing to the timetabling of the subject during the week of the inspection, it was not possible to observe more than one design and technology lesson. Therefore it is not possible to make a judgement on learning and teaching in the subject. The samples of pupils' work seen show that pupils are attaining generally satisfactory standards in the subject.
112. The headteacher is temporarily co-ordinating the subject. The school is developing a long-term plan for the subject, drawing largely on nationally produced guidelines. The time allocated to the teaching of the subject is low and resources are limited. In order to improve resources, the headteacher has welcomed links with design and technology students at the local

comprehensive school, who are developing tool boards especially designed for her pupils.

GEOGRAPHY

113. Standards in geography are average by the end of Year 6. Progress in learning is satisfactory. No lessons were observed during the inspection, so no judgement can be made on the quality of teaching of geography. Evidence of standards has been obtained from looking at samples of pupils' work and in discussions with teachers and pupils.
114. Pupils in Years 1 and 2 follow the visits of Barnaby Bear, both to places in Britain and to other parts of the world. They also send postcards from places that they visit during their holidays. These places are plotted on a map of the world and most pupils can find the places and talk about whether the weather there is hot or cold. They understand the changes of the seasons in Britain. Pupils in Years 5 and 6 show their knowledge, skills and understanding in studies of a range of places and environments in different parts of the world. They know what it is like to live in a village in India and make comparisons with life in their village of Pensford. They recognise and describe physical processes that affect the features of a place, looking at local land use and predicting what the earth could be like in a hundred years' time. Mapping skills are appropriately developed, particularly during the annual residential visit for the oldest pupils. The subject is made accessible to less able pupils and the more able pupils are encouraged to extend their work by personal research.
115. Management of the subject is satisfactory. At present, it is being managed by the headteacher. The school uses the nationally recommended guidelines to support planning for lessons in the subject and there is a rolling programme of topics that ensures constant progress in geographical skills. A format for assessing and recording attainment in geography is being initiated at present. However, there is very little monitoring of standards or teaching of geography at present. Resources are satisfactory to support learning and the school makes good use of the local area as a valuable resource for local studies.

HISTORY

116. Standards are average by the end of Year 6. Since the previous inspection the school has been faced with many staffing changes and this held back the raising of standards in history. Since only one lesson could be observed during the inspection, evidence of standards is based on examining samples of pupils' work, displays in the school and discussions with both pupils and teachers. Inspection evidence shows that less able pupils have appropriate work set for them while more able pupils are helped to use their research skills.
117. Pupils in Years 1 and 2 can recall the things they could do when they were babies and toddlers and compare them with what they can do now. They look at photographs of themselves as they begin to recognise the distinction between the present and past in their own lives and develop an understanding of chronology.. Pupils in Years 3 and 4 recognise some of the differences and similarities between different periods in history. For example,

they look at photographs of life in the time of Queen Victoria and compare it with their lives today. Pupils in Year 5 and 6 know where the Aztecs came from and develop their sense of chronology by following a timeline to find where the Aztecs appeared in history. There are very good links with information and communication technology in history in Years 5 and 6. Pupils use web sites to research for information and are using one particular site effectively to prepare a class Aztec museum.

118. No judgement can be made on the quality of teaching of history because only one lesson was observed during the inspection. The school uses a rolling programme of topics, based on science, history and geography, planned over two years for Years 1 and 2 and four years for Years 3 to 6. The school uses the national guidelines to organise planning in the subject and to ensure that there is steady progress in historical skills throughout the school. Teachers are beginning to record what each pupil knows and can do, linked to the National Curriculum levels. Resources are satisfactory and are used effectively to enhance learning. Good use is made of visits to museums, to Bath and in the local area to extend the curriculum. Management of the subject is satisfactory, although the role of the curriculum co-ordinator is underdeveloped. As a result, there is little monitoring of standards or teaching in the subject to ensure good progress and encourage good teaching methods.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Attainment in information and communication technology average throughout the school. This is the same as the situation described in the previous inspection report. Pupils, including those with special educational needs, are working through a well-planned curriculum that provides pupils with relevant experiences of the aspects of information technology required by the National Curriculum. Recent improvements in the resources for information and communication technology and in the expertise of teachers have created a sound basis for the successful teaching of the subject in the school.
120. By the age of seven, pupils are combining graphics and text. They can use a simple word processing package to write stories. Year 1 pupils are already acquiring these skills. They use a graphics package well when they model the mixing of colour in an exercise that supports what they are learning in art. They know that they can record information about their preferred foods and communicate it to others in chart form, using a software package. They realise that this is a simple and quick way of presenting this information. Pupils in this age group have made sound progress in acquiring the full range of skills required by the National Curriculum.
121. In Year 6, pupils use a computer to help the drafting and redrafting process in their writing in English. They write poetry, stories and instructional text on screen. They have a sound knowledge of desktop publishing and can produce leaflets, invitations and posters using images they create, as well as importing ready-made clip art files. A good number are able to access the Internet and use it to research information for their study of other subjects. Some pupils can model information using a computer-aided drawing programme. Discussion with the information and communication technology co-ordinator and analysis of the planning for the remainder of Year 6 indicates

they are attaining average standards in all aspects of National Curriculum requirements in the subject.

122. Teaching and learning in the subject are good. Teachers have received the benefit of a planned and sustained programme of training and there is now sufficient knowledge and expertise in the school to provide pupils with a good learning programme. Planning for all years follows a national scheme that is designed to offer pupils a broad range of relevant opportunities. Teachers' planning breaks this down into lessons that are challenging and which builds skills and extend learning. Relationships between pupils and all the adults they work with are good. Pupils are keen to learn and ask for advice when necessary. Teachers use question and answer techniques well to challenge and extend learning. They provide suitable challenge for pupils of all abilities, so that all learn well. Good classroom control ensures that pupils can learn without distraction. Teachers ensure that all pupils have equal access to the use of computers.
123. Information and communication technology is well co-ordinated in the school. Since the previous inspection there has been improvement in a range of areas. Planning for its use across the curriculum is better and the network now constitutes a good learning resource. Teachers are more confident than teachers were during the previous inspection and are in a good position to make the most of the current programme of training. The school makes good provision for pupils with special educational needs and has acquired software which features a popular commercial package that is successfully used by a large number of pupils in the school to improve their basic reading, writing and numeracy skills.

MUSIC

124. Whilst it was only possible to observe two music lessons during the period of the inspection, these lessons, plus observation of the choir and music and singing in assemblies, indicate that pupils make good progress in the subject and achieve above average standards. Pupils with special educational needs also make good progress, as do the more able pupils. Standards in music have improved since the last inspection, when they were average.
125. During the inspection, pupils were preparing for their annual Christmas performance. Pupils in Years 1 and 2 displayed good singing skills as they rehearsed their songs, and proved themselves quick to learn new verses as well as the chorus. They displayed a sound knowledge of pitch, rhythm and beat and interpreted the lyrics of the songs in a sensitive manner. The specialist music teacher accompanied the songs on the piano, with pupils adding additional accompaniment with untuned instruments. Pupils' good progress in this lesson was enhanced by the very positive attitude that pupils brought to their work and their sheer pleasure in singing.
126. Pupils in Years 5 and 6 responded well to some demanding music as they learnt new and demanding songs. This complex music effectively challenged pupils' musical skills and reflected the high expectations of the teacher. Pupils showed evident enjoyment from beginning to end of the lesson, listened intently and were eager to learn the song accurately. Much of the time they sang without accompaniment, tunefully and with a good sense of

notation, pitch and tone. The final 'rock and roll' song showed their skill in handling syncopation successfully.

127. Pupils enjoy their music lessons and approach them in a positive and enthusiastic manner. They particularly enjoy the opportunity to play musical instruments and treat them in a sensible manner.
128. Examination of the planning in the subject indicates that pupils are provided with a range of imaginative musical activities, with work often centring productively on a common theme or topic. Opportunities are provided for pupils to compose and perform their own music. Pupils listen to and appraise the work of modern and classical composers both within lesson time and assemblies and are able to recognise many styles of music.
129. The quality of teaching in all lessons was good. The progress and standards achieved by pupils owes much to the expertise and enthusiasm of the specialist peripatetic music teacher. Lessons are well planned, organised and use good resources. The teacher has high expectations of pupils and provides them with a range of challenging and demanding musical activities.
130. Most pupils in the school learn to play the recorder. Other pupils in the school receive musical tuition in guitar or the keyboard. The school has a well-attended choir, as well as a recorder group. The school choir regularly sings both in school and in the local community. Pupils regularly take part in large county-wide productions of music and dance and the school invites in musical visitors, such as a group specialising in world music, on a regular basis.
131. Good planning for the subject is provided by the knowledgeable and enthusiastic specialist teacher, supported by the headteacher. Resources for the subject are good. The subject makes a valuable contribution to pupils' cultural development and is a strength of the school.

PHYSICAL EDUCATION

132. By the ages of seven and eleven all pupils, including those with special educational needs and the more able pupils, reach average standards. The quality of education in physical education and the standards pupils reach are similar to those described in the previous inspection report.
133. By Year 2, pupils are following instructions well as they run around the hall exercising their muscles. They learn that this type of activity helps them to develop as healthy human beings. As they move around the hall they are reminded of the rules about safety and obey them well. They can remember and reproduce simple movements and they can alter and link one movement to another. They offer simple suggestions to improve their performance. The school's practice of combining classes 1 and 2 for physical education is of particular benefit to the younger pupils. They follow the actions of the older pupils well and their progress is good.
134. By Year 6, pupils are sensible in the way they move around the playground. They become fully involved in warm-ups, preparing themselves well for more strenuous activity. They make good progress as their movement and co-ordination become increasingly fluent and their ball handling skills improve in fast moving team relays. They offer useful criticism of their own and others'

performance and build on it to improve their practice. They develop tactical movements in team ball games and show satisfactory co-operation and concentration as they develop team skills. Swimming is taught to all older pupils at the local swimming baths. They make good progress. The majority of last year's Year 6 pupils were able to swim a full 25 metres by the end of the year.

135. Teaching in Reception, Year 1 and Year 2 is satisfactory. In Years 5 and 6 it is very good. Teachers' planning is good and follows a well-structured programme. The main elements of the National Curriculum in physical education are taught systematically, though too little time is given to dance and gymnastics. Teachers share the learning objectives for lessons with the pupils and return to these at the end of each lesson to give pupils a clear awareness of their learning. Warm-ups at the beginnings of sessions for the older children are conducted at a good pace. However, the good pace of this activity was not seen in Reception, Year 1 and Year 2, where frequent pauses to make teaching points led to time lost for physical development. Teaching in Years 5 and 6 achieves a good balance between physical activity and time spent developing an awareness of performance. The Year 5 and 6 teacher uses questions well to share what is being learned with the class. She gives pupils responsibility for the development of a critical awareness of their own performance and this has a direct result in the improvement of performance through the lesson. The best teaching features high expectations of behaviour, leading to well planned and purposeful learning, with little time lost. Teachers are sound role models and give clear demonstrations to show pupils what they can achieve.
136. The co-ordination of physical education is being managed by the headteacher. She monitors teachers' planning and has a good overview of the strengths and weaknesses of teaching and learning in the subject. She has clearly identified dance and gymnastics as areas that need to be developed further in the school. Extra-curricular activities contribute satisfactorily to pupils' development in physical education and involve a good number of pupils in football and rounders clubs run by parents. The school also successfully promotes physical education through the adventure activities in the annual residential visit for older pupils.

RELIGIOUS EDUCATION

137. Pupils throughout the school reach standards that are at least in line with the expectations of the syllabus used by the school. As at the time of the previous inspection, standards are at least in line with national expectations at the age of seven and at the age of eleven. Whilst it was only possible to observe a small number of religious education lessons, a scrutiny of pupils' work and discussions with teachers show that pupils, including those with special educational needs, make satisfactory progress in the subject by the ages of seven and eleven.
138. Pupils in Years 1 and 2 display a good knowledge of the concept of the importance of festivals in the community, with a specific focus on the family. They are accustomed to exploring their feelings and those of others through time used in their classes for quiet reflection and discussion. They have some understanding of respect for Christianity and other faiths, as observed in pupils' work of accounts of the Easter story and stories from the Old

Testament, such as that of Moses and the Exodus. By the end of Year 2, pupils have a sound knowledge of basic religious stories and religious festivals.

139. The idea of community is explored in greater depth in Years 3 and 4, where pupils study specific religious communities, particularly Hinduism and Judaism, as well as Christianity. Pupils are provided with the opportunity to consider and discuss the ways in which these religious communities pray and celebrate their festivals. Pupils in Years 3 to 6 also explore the importance of artefacts in religious practice, as well as learning about different places of worship, such as churches and temples.
140. Some links are made between religious education and assemblies, with the one reinforcing the other. A good example of this occurred during the week of the inspection, with an assembly exploring the celebration of Divali, when pupils demonstrated their understanding of the significance of the festival and its symbolic nature as the triumph of good over evil. Assemblies include an act of collective worship and an opportunity for pupils to reflect. One assembly absorbed the pupils as they reflected with sensitivity and interest on a story illustrating the ways in which moral choices were made.
141. Too few lessons were observed to judge the quality of teaching. Teachers, however, are secure in their subject knowledge, and are able to teach concepts to pupils clearly. They create and promote a reflective atmosphere where good learning can take place. Pupils' written work in the subject indicates that teachers miss opportunities to use religious education lessons to promote literacy skills, by encouraging pupils to produce good quality written work.
142. Examinations of teachers' plans and pupils' work indicates that pupils are provided with the opportunity to explore and extend their knowledge and understanding of Christianity and other world faiths, including Judaism and Hinduism. Pupils learn about the gods, religious writings, festivals and stories of each of these faiths, and come to an understanding of shared beliefs and how they come to impact upon and influence our daily lives. The co-ordinator provides satisfactory management for the subject, but long term plans are limited. There is little opportunity for monitoring of teaching or evaluation of pupils' work and no assessment is undertaken. She is aware that there is too little opportunity at present for pupils to strengthen their understanding of other faiths through visits to places of worship, though the school does invite visitors of different faiths to come to the school, such as the parish priest and a Hindu dancer. The school possesses few resources of religious artefacts from different religions and there is scope for improvement in this area.
143. With its focus on different religions and cultures and the opportunity to discuss a range of spiritual matters and factual issues, the subject makes a good contribution to pupils' spiritual, moral and cultural development.