

INSPECTION REPORT

WIVELISCOMBE PRIMARY SCHOOL

WIVELISCOMBE

LEA area: SOMERSET

Unique reference number: 123713

Headteacher: Mr A M J Halstead

Reporting inspector: Ms Margaret Burslem
13210

Dates of inspection: 29th April - 2nd May 2002

Inspection number: 196082

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	North Street Wiveliscombe Taunton Somerset
Postcode:	TA4 2LA
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Appropriate authority:	The governing body
Name of chair of governors:	Mr B Collingridge
Date of previous inspection:	30 th June to 3 rd July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13210	Margaret Burslem	Registered inspector	Art and design Music Equal opportunities English as an additional language	What sort of school is it? The pupils' results and achievements How well are the pupils taught? How well is the school led and managed?
13969	Gillian Anderson	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?
23999	Catherine Davey	Team inspector	Foundation Stage English Religious education	
28014	Peter Buckley	Team inspector	Science Information and communication technology Physical education Special educational needs	
21922	Jean Newing	Team inspector	Mathematics History Geography Design and technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wiveliscombe is an average size primary school serving Wiveliscombe town and the surrounding area. On entry to school children's attainments are broadly average. There are currently 238 pupils on roll. Thirty-nine pupils feature on the register of special educational needs. This is below average. Four pupils have a statement of Special Educational Need, which is also below average. The nature of the pupils' special needs are varied but the majority are concerned with speech and language difficulties and emotional and behavioural issues. There are six pupils from minority ethnic heritages, three of whom learn English as an additional language. None are at an early stage of learning. Girls are in the majority and the imbalance between the sexes is evident in most age groups. For example, there are almost twice as many girls as boys in the Reception class and in Year 4 girls outnumber boys by almost 50 per cent. Pupils' socio-economic circumstances are broadly average with a below average number of pupils entitled to free school meals. The present number on roll is about the same as at the time of the last inspection carried out in 1997, with fluctuations in intervening years. Significant improvements to the building have been carried out since the last inspection. These include the provision of indoor toilets and a new classroom. Further improvements are at the planning stage.

HOW GOOD THE SCHOOL IS

Wiveliscombe Primary School is an excellent school where pupils make very good progress. Pupils achieve high standards because the overall quality of teaching is very good, and in Years 1 to 6 it is sometimes excellent. The school is inclusive in its provision for all pupils. All pupils are set suitably challenging tasks that take account of their individual learning needs. The headteacher, governors and staff work very well in partnership to improve the school and to maintain high standards. The school provides very good value for money.

What the school does well

- The standards of work are high, largely as a result of the school's commitment to all pupils achieving high standards;
- There is a very strong community spirit that embraces all pupils and adults involved with the school and this contributes strongly to pupils' personal development;
- Pupils are very keen to learn; this makes a full contribution to the very good progress they often make in lessons;
- Literacy and numeracy are well emphasized within a broad enriched curriculum that extends beyond normal school hours;
- Pupils' very good behaviour provides an excellent climate for learning: all adults provide very positive role models;
- All children are known as individuals and their contributions are highly valued;
- Teaching is very good and all staff constantly strive to improve;
- The headteacher is an excellent leader and is very well supported by governors and staff in managing the school and in planning for the future.

What could be improved

- The school has no areas of weakness significant enough to be raised here.

As there are no key areas for improvement there is no requirement for specific issues to be covered in a governors' action plan. However some minor areas the school may wish to consider in an action plan are listed in the main report

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made excellent progress since its previous inspection. Standards have improved steadily in all subjects, particularly for the more able pupils, due to the ambitious targets the school sets. The quality of teaching and learning has improved significantly. The school has addressed the issues arising out of the last inspection successfully, namely raising standards for higher attaining pupils and improving planning throughout the school. Parents now receive more detailed information and are able to be fully involved in their children's education. The school is very well placed to make even more improvements.

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	C	B	B
Mathematics	D	B	C	C
Science	C	B	A	A

Key

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

The improvement in results in the three subjects taken together over the last five years mirrors the national picture. Pupils improve their standards more than would be expected throughout their time in school, and this means that their achievement is very good overall.

Inspection evidence shows that children in the Reception class are on course to attain the Early Learning Goals in mathematical development, knowledge and understanding of the world, creative and physical development by the end of the year. In communication, language and literacy and personal, social and emotional development the children are on course to well exceed the Early Learning Goals. Overall, the children are achieving well and standards are above average.

The results of the National Curriculum tests taken by pupils in Year 2 in 2001 were well above average in writing, above average in reading and average in mathematics. Standards are above average overall for Year 2 this year. Standards are above average in reading, mathematics and science and well above average in speaking and listening and again in writing. Standards are above average in art and design and design technology, geography, history and music and average in information and communication technology, religious education and physical education. All pupils are achieving well and there is no significant difference in the achievements of boys and girls.

Standards are well above average overall by the end of Year 6 and pupils achieve well between Years 3 and 6. Standards are well above average in speaking and listening, reading, writing and mathematics. In science the current Year 6 are attaining standards that are very high. Standards are above average in art, design and technology, geography, history and music. In religious education, physical education and information and communication technology standards are average.

Inspection evidence shows that there has been a steady improvement in the proportion of pupils exceeding the expected levels in all subjects since the last inspection. The school sets challenging targets to raise standards and it is on course to meet them this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy coming to school because they are given exciting tasks to do and they are made to feel special.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. The pupils know what is expected of them and they respond accordingly.
Personal development and relationships	Excellent personal development. Relationships with each other and with adults are excellent and reflect the considerable effort that adults devote to this area of pupils' development.
Attendance	Satisfactory. Pupils arrive at school on time.

The pupils' very good and sometimes excellent behaviour creates a pleasant atmosphere and purposeful climate for learning. The excellent relationships between pupils and adults are major strengths of the school and result in a calm, orderly and friendly school community, free from oppressive behaviour. Pupils show mature and responsible attitudes to learning and carry out their duties within the school to a high standard. Pupils throughout the school are provided with very many opportunities to be responsible for their own learning and to develop independent skills.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is very good overall and has improved significantly since the last inspection. During this inspection, teaching was satisfactory or better in all lessons seen with two lessons in ten being excellent; more than nine out of ten good or better and one in ten satisfactory.

The quality of teaching in English is very good and frequently excellent. In mathematics the quality of teaching is very good and occasionally excellent. Literacy and numeracy are taught very well. Lessons maintain a good pace and challenging activities ensure a brisk rate of learning for all pupils, particularly the higher attaining pupils. Teachers plan lessons well and share learning objectives with the pupils, which motivates them and gives a clear focus for learning. Assessment information is used well in Years 1-6 to plan what the pupils will learn next. Assessment procedures are at an early stage of development in the Foundation Stage. This is due to the recent introduction of the Foundation Stage curriculum. Homework is used appropriately and some pupils show initiative and do work at home that supports their learning very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The school provides a very good curriculum that meets the needs of all pupils. A wide range of visits and visitors enriches it. Provision for extra curricular activities is very good. A good start has been made in introducing the Foundation Stage curriculum but currently this is not yet fully developed.
Provision for pupils with special educational needs	Very good. The pupils have full access to the entire range of the curriculum. Pupils are well supported both in class and when they are withdrawn for specific help by very well qualified learning support assistants. They make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Good overall. Pupils with English as an additional language make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. All pupils are recognised as individuals and their contributions are valued. Provision for spiritual development is very good in lessons but acts of worship do not fully support pupils' spiritual development. Provision for moral and social development is excellent and provision for cultural development is good.
How well the school cares for its pupils	Very good. Pupils' academic performance is well monitored because assessment procedures are excellent. All staff know the pupils well. The school has identified that assessment in the Foundation Stage is an area for further development.

All staff provide very caring support for the pupils, and know the needs of individuals well. The school's partnership with its parents is very good and this contributes to the attainment and progress of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher enables everyone to play a full part in improving standards. He is well supported by all staff, particularly the senior management team, who work together very well.
How well the governors fulfil their responsibilities	Very good. The governing body is committed to the school's success, is aware of the school's strengths and weaknesses and has been successful in bringing about many improvements, particularly in the school buildings.
The school's evaluation of its performance	Excellent. The school thoroughly analyses its performance. Very good assessment procedures ensure that any areas of weakness either for individuals or groups are quickly identified and addressed.
The strategic use of resources	Excellent. All available resources are targeted to raise standards and ways are continually sought to bring more financial resources into the school. Governors evaluate spending carefully. The school is very well staffed with teachers and support staff and the range and quality of resources are sufficient to meet the demands of the curriculum. Accommodation is satisfactory and extremely well cared for.

The budget is very well planned and the school ensures that it applies the principles of "best value" very well. Administrative, office and caretaking staff all make valuable contributions to the school's effectiveness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils are happy and like school;• Pupils are helped to become mature and responsible, make good progress and are expected to work hard;• Behaviour is good;• Teaching is good;• The school is well led and managed.	<ul style="list-style-type: none">• Homework;• More out of school activities.

The inspection findings confirm the positive views of parents. During the inspection inspectors noted that appropriate homework was set and that some pupils did extra of their own volition. The range of extra curricular activities was very good and involved younger pupils as well as the pupils in Years 3 to 6, which is unusual in primary schools. The team considers that homework provision is appropriate and that the provision of extra curricular activities is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the school is broadly average in all the areas of learning but covers the full range of attainment. Children in the Foundation Stage make good progress and firmly consolidate and broaden their skills by the time they leave the Foundation Stage. They are achieving well.
2. The significance of comparative test results or teachers' assessments, as measures of school performance, depends on the numbers of pupils in a year group. Given the size of year groups and the variations between numbers of pupils with special educational needs within the year groups, too much emphasis should not be placed upon any one year's National Curriculum test results. However, the improvement in results over the last five years mirrors the national picture.
3. In the 2001 National Curriculum tests, taken by pupils at the end of Year 2, results were above average in reading, well above average in writing and average in mathematics. Teacher assessments for science were average, with no pupils reaching the higher level 3. However, a significant proportion of pupils attained the higher level 3 in English and mathematics.
4. In the 2001 National Curriculum tests, the proportion of pupils gaining the higher Level 5 compared with all schools and with similar schools showed that results in English were well above average; in science the school was in the top five per cent of all schools while in mathematics the results were below average. This shows that the school is doing well for its highest attaining pupils as well as overall. The previous inspection identified that at the end of Year 2 and Year 6 standards in English were below average. In mathematics and science standards were close to the national average at the end of both Year 2 and Year 6. There has, therefore, been excellent improvement since the previous inspection.
5. Inspection evidence shows that standards are likely to be above average overall by the end of Year 2 this year. Standards have risen in mathematics and in science compared to last year's cohort. The inspection identified consistently good and frequently very good teaching in mathematics in Years 1 and 2 and this is leading to very good learning, reflected in the test results. The rise in science standards reflects higher expectations and a greater focus on more advanced work; in the Year 2 lesson seen during the inspection most pupils worked at a high level when studying seeds and seed dispersal.
6. Standards are well above average overall by the end of Year 6 and pupils continue to do well. Standards have risen compared to last year in English, mathematics and science. In science the majority of pupils are on course to attain the higher Level 5 in the standard assessment tasks (SATS) and the standards in the lessons observed were judged to be very high. Pupils are engaged in work normally undertaken in secondary schools, and these high expectations of the teachers are . Standards have risen in English this year, and have risen at a faster rate than the national trend since 1999. This is because the high and often excellent quality of teaching through the school, and the carefully planned programme of work is having a continuous impact on pupils' progress. In mathematics, the rise in standards is due to the impact of high quality of teaching in numeracy throughout the school and setting arrangements giving targeted support for pupils of all abilities, which have been very effective this year.
7. There are several reasons why pupils achieve very well from their broadly average attainment on starting school. The very good quality of teaching and the procedures for assessment are fundamental to this. All pupils do very well in speaking and listening because the school takes every opportunity to develop these skills. Pupils do well in reading because they have a wide range of books to choose from which are suitable for both sexes. Pupils do well in science because of the strong emphasis placed on open-ended practical work. In art and design teachers have very good subject knowledge and a wide range of resources to choose from. In

music the provision of extra curricular activities enables pupils to extend their skills and this impacts positively in lessons.

8. Standards in literacy are well above average by the end of Year 2 and Year 6. Pupils use their literacy skills well to enhance learning in other areas, for example to write empathetically for work in history and to record investigations in science. Information and communication technology is used effectively to support research skills. Standards in numeracy are above average by the end of Year 2 and well above average by the end of Year 6. Numeracy lessons are well paced and work is well matched to pupils' abilities. Pupils use their skills well to measure in design and technology and to record in science.
9. Pupils with special educational needs achieve very well overall and they make good progress in lessons due to carefully planned work and very good support from learning support assistants. As a measure of success, individual education plans show a high rate of targets achieved within the timescales set. Setting in English and mathematics in Year 3 to 6, with small lower attaining sets, contributes to pupils' good progress. Higher attaining pupils and gifted and talented pupils also do well because of the care taken to address their needs. This is a significant improvement since the previous inspection when the needs of these pupils were not being sufficiently addressed. There is no significant difference in the attainment of boys and girls but the school mirrors the national picture, where girls outperform boys, in some year groups when there is an imbalance in the numbers of boys and girls. Pupils who have English as an additional language achieve very well overall, mirroring the progress of single language speakers.
10. The care taken in providing appropriate tasks and challenges is fundamental to the school's success and the standards it attains.

Pupils' attitudes, values and personal development

11. All pupils, including those with special educational needs and those with English as an additional language have very good attitudes to school which, combined with the high quality of their behaviour and excellent relationships, provide an excellent climate for learning. Pupils with special educational needs are very well integrated into classes as are those for whom English is an additional language. All pupils participate in a fully inclusive curriculum
12. Pupils' enthusiasm for learning is very evident in lessons and this was seen in a history lesson for Year 5/6 pupils who pursued their research with enthusiasm, and some were eager to continue this voluntarily at home to help others by researching information for another group's project.
13. At the end of the afternoon pupils in Year 1 can still sustain their excitement and enthusiasm and remain fully involved, and this high level of interest and involvement is seen throughout the school. It continues into after school clubs where vigour and enthusiasm energized the pupils' singing and all moved irresistibly to the rhythm and beat.
14. Pupils' behaviour is very good, and there are no exclusions. In English in Year 5/6 pupils were very well behaved, and were confident and courteous speakers. All want to participate because a very high value is placed on their contributions, and they want to do well.
15. Excellent relationships between all pupils ensure that concentration is high and pupils conspicuously enjoy learning as seen, for example, in Year 5 in mathematics. In Year 6 pupils celebrate the achievements of others showing very high levels of respect throughout, remaining very quiet and attentive as they listen to other pupils' accounts. All are eager to contribute and do so confidently.
16. Pupils' excellent personal development is founded on an unusually mature level of empathy for others, which is developed extremely successfully through the school's commitment to educating the whole child. In personal, social and health education, Year 2 pupils showed very good understanding of the feelings of others, both victims and aggressors, realizing that some people behave badly because of jealousy or feeling small, but were also very aware of the

discomfort and distress of being a victim. Bullying is not an issue as pupils throughout the school show a very good understanding of the impact of their actions on others. In a history lesson for Years 3 and 4 pupils were very good at working collaboratively and sharing ideas. They showed real sensitivity and a mature empathy in the story of Rose Blanche and of Lenni Levi. Pupils show excellent respect for the feelings, values and beliefs of others through their empathy and concentrated listening to others. In Year 6 very sensitive handling of pupils' suggestions made pupils feel highly valued and made them want to contribute ideas. Teachers provide excellent role models for pupils, and their attitudes and behaviour reflect this.

17. Pupils have sustained and improved on the high level of positive attitudes and good personal development seen at the last inspection. Opportunities for pupils to exercise responsibility have increased and they have responded very well. Pupils were clear why they wanted to be on the school council and have succeeded in their aims to make a difference through successfully dealing with issues like litter and inadequate seating provision in the playground. Older pupils read to younger pupils during wet playtimes. In art and design in Years 1 and 2, when a child spilled some glue, others cleared it up without a fuss.
18. Attendance is satisfactory and in line with the national average. A slight dip from levels reported at the last inspection was due to an outbreak of a viral infection. No unauthorised absence was reported. Pupils are punctual at the start of the school day and for lessons. Lessons start promptly and pupils work right up to the bell.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Taking all aspects of teaching into account, the quality of teaching is consistently very good and sometimes excellent. In consequence this promotes learning that is very good and sometimes excellent. All the teaching seen was at least satisfactory with two in ten lessons being excellent. More than nine out of ten lessons observed were good or better and one in ten was only satisfactory. This is a significant improvement since the last inspection when there was no excellent teaching. The school has worked hard to improve the weaknesses identified then. For example, teacher expectations of the pupils' work are now very high, higher attaining pupils are appropriately challenged in line with their needs, comments in marking give pupils a clear indication on how to improve and lessons are well paced. The quality of teaching is consistently very high and examples of very good teaching were seen in each class. This is particularly pleasing as two classes were being taught by teachers who had only been in the school for a short period of time. Both of these teachers contributed to the number of good and very good lessons that were seen.
20. The quality of teaching in the Foundation Stage is good overall and leads to good learning. For example, after listening carefully to the story of the Three Bears, the children pretended to write letters from Goldilocks to say sorry for eating their porridge. This was then linked to the children's own life experiences. The good quality of teaching has been maintained since the last inspection.
21. The quality of teaching is very good in English, mathematics, science and music throughout the school. It is good overall in religious education, information and communication technology and the other foundation subjects. As a result of the good and very good teaching pupils make good or very good gains in learning. This is because the school takes very good care to ensure that the needs of all pupils, including higher attainers and those with special educational needs, are fully met. All teachers know their pupils well. Strengths in the quality of teaching include very effective teaching methods chosen to captivate the pupils' interest, very good pupil management, very high expectations, very good subject knowledge and extremely well planned lessons that build on what the pupils already know. For example, in a Year 2 science lesson pupils looked at different forms of seed dispersal. One group tested different fabrics to see which one would catch goose grass, while another group cut out shapes and tested them to see whether they made a more rapid descent than a sycamore seed. Pupils made their predictions, recorded their test results and prepared their conclusions. Teachers make very good use of questions to find out what pupils have learned and to check their understanding. As a result of motivating activities, pupils are very interested in their work and

they sustain concentration well. They know that they are expected to work hard and they strive to do their best. This has a positive impact on standards attained. Teachers use plenary sessions to review pupils' work and these sessions are also used for pupils to evaluate their own progress. This leads to pupils having a good knowledge of their own learning progress.

22. Many examples of exciting and motivating activities were seen during the inspection. For example, in one good Year 3/4 mathematics lesson pupils developed their own games to demonstrate position and direction and one child developed the idea further on his own at home and shared it with his classmates the following day.
23. Very good and excellent lessons are characterised by effective planning that clearly identifies what pupils are going to learn, high expectations, very good subject knowledge and the effective use of questions to challenge and extend.
24. The difference between the few lessons judged to be satisfactory compared to those judged to be good or better lies in the opportunities missed to emphasize learning points, or the fact that some lessons lacked pace. For example, in a Year 1/2 art and design lesson one group was involved in fabric sculpture. The activity went on too long and the pupils, who had made very good progress, began to lose interest. In religious education, where some lessons were judged to be satisfactory, references to religious understanding were not always explicit and opportunities for spiritual development were missed.
25. A positive feature of all lessons is the way in which pupils with special educational needs are included through well-planned work supported by high quality learning support assistants. This enables them to make good progress during lessons. Pupils' individual education plans contain clear targets with success criteria also being included. These are planned by the class teacher together with the special educational needs co-ordinator to ensure that the work is well matched to pupils' needs. These plans are reviewed and updated half-termly. By employing an additional teacher to create a third set for literacy and numeracy the school has improved the provision for lower attaining pupils and for those with special educational needs. Sometimes pupils are withdrawn from classes for life skill sessions. This programme has been very well thought out to ensure that pupils do not miss the same lessons or parts of lessons and the benefits the pupils gain from life skill sessions outweigh any missed parts of lessons.
26. Teachers use information and communication technology appropriately to support their teaching. For example, in a good Year 6 lesson, pupils experimented with a number of effects to present a series of slides to introduce their topic on Britain since 1952. They researched and downloaded items from the Internet and manipulated text and pictures to animate their presentations.
27. The teaching staff includes a teacher who has been designated a leading literacy teacher. She shares her good practice with colleagues and, as a result, teachers have a very good understanding of how to teach the National Literacy Strategy. Standards in literacy are at least above average throughout the school. The National Numeracy Strategy has also been very well implemented and teachers show a very good understanding of how to teach it.

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

28. The school provides a distinctive, relevant, balanced curriculum that takes account of the needs of the whole child. A truly holistic approach to education is a strength of this school. The curriculum is enhanced by visits to theatres, museums and other places of interest. The school receives visitors – dance groups, musicians and artists. The residential trips focusing on the arts and outdoor pursuits for pupils in Years 3 and 4 and the London trip for the oldest pupils give pupils opportunities to learn in a different setting as well as making a significant contribution to their personal development. Provision for activities outside school, mainly in sport and music, is very good and significantly adds to the quality and range of learning opportunities. The choir regularly performs in the community, contributing to pupils' self-esteem. The Learning Enrichment Through Arts scheme provides a variety of learning opportunities during the school day, after school and at weekends. This is organised in

conjunction with Kingsmead Community School. All pupils in Year 6 learn French – taught by a language specialist from the Community School – and there are plans to introduce German next year. Through all these means, the school provides very stimulating and educative experiences for pupils that result in their high level of enthusiasm for their work and life at school. The school, with the encouragement from the Department for Education and Skills (DFES) and support from the local education authority (LEA), is investigating the possibility of introducing the International Baccalaureate Primary Programme to further enhance curricular opportunities. The curriculum has improved since the last inspection and all the issues raised referring to planning and schemes of work have been thoroughly addressed.

29. The curriculum provides for very good coverage of the National Curriculum and religious education. All subjects are promoted strongly. Very good cross-curricular links have been established so that pupils can use the knowledge and skills they learn in one subject in another; for example, Year 3/4 in science/design and technology, art/history, geography/mathematics. The school has made a very good start in implementing a well-planned curriculum for the children in the Foundation Stage. More careful assessment of children's work in all the areas of learning would allow the staff in the Reception class to track the children's progress towards attaining the early learning goals more fully.
30. Provision for special educational needs and English as an additional language is very good. Teachers' planning takes account of pupils' abilities and tasks are very well matched to take account of the pupils' previous experiences. The setting for mathematics and literacy for pupils in Years 3, 4, 5 and 6 addresses the needs of pupils with special educational needs very well. Teaching assistants in all classes for the core subjects give very effective support.
31. The high quality of teaching throughout the school ensures that literacy is taught very effectively. This is shown by the high standards achieved. Literacy is used extremely well across the curriculum. For example, pupils in Year 2 write brochures showing what a visitor can expect to see in Mousehole; pupils in Years 3 and 4 write letters home when pretending to be an evacuee. These letters showed a very mature sense of empathy and are a good example of spirituality seen in the curriculum.
32. Numeracy is taught very effectively and the very good and excellent teaching, together with the enthusiastic implementation of the National Numeracy Strategy, have been responsible for a significant improvement in standards.
33. There is equality of opportunity for all pupils in this inclusive school. The most able pupils are continuously challenged, while lower ability pupils are sensitively supported. All pupils are highly valued. The very high quality of relationships between all adults working in the school, between adults and pupils and between the pupils themselves ensures that no pupil is disadvantaged.
34. Provision for health education is good, including sex education. Healthy eating is covered in the science curriculum. Pupils are taught about the benefits and dangers of drugs. The life skills programme run by three learning support assistants targets about thirty vulnerable pupils and makes a good contribution to all round development. A 'Gifted and Talented' group operates in Years 5 and 6 to meet the needs of those pupils identified as being more able. Personal, social and health education (PSHE) has a high priority in this school and the high quality programme addresses all areas of development.
35. The school has developed very good links with the community. The headteacher and the governors continually strive to keep the school as a focal point in the town. The school welcomes local people with specialist knowledge to enhance the curriculum. The vicar visits regularly to take assembly and pupils visit the church. When the new school hall is built this will be a community resource. There are plans to bring children of playgroup age on to the site. The community supports the school when it takes part in local events; for example, Carol Service, Community Concert in the church, singing carols in Wells Cathedral.
36. The school has developed and maintains strong links with partner institutions. The playgroups visit the school and share the planning for the Foundation Stage curriculum. The five feeder

schools work together effectively with Kingsmead Community School. The curriculum is enriched by the good links that exist with the secondary school; for example, the specialist language teaching for pupils in Year 6.

37. Overall, the school's provision for the spiritual, moral, social and cultural aspects of pupils' personal development is very good. This is an improvement since the last inspection.
38. Provision for spiritual development is very good. The very caring ethos which values all pupils, the high level of respect which pervades the school and encourages pupils to express their views and opinions and share their learning, knowing that their contributions will be accepted, all make a significant contribution to their development. The very good personal, social, and health education programme gives pupils good opportunities to understand human feelings and emotions and this is strength of the school. There are frequent examples of spirituality in lessons; for example, Year 1 pupils looking carefully at plants which had just been taken from their pots, rubbing off the compost gently to reveal the roots and describing that 'roots suck up the goodness for the plant'. In a PSHE lesson pupils were discussing the meaning of being kind and helpful thus helping them to manage their own behaviour. One child saw an inspector get up rather slowly from a very small chair and suggested 'to help people with stiff legs would be kind!' However, many assemblies do not make a significant contribution to pupils' spiritual development. There are insufficient opportunities to pray or reflect on what has been shared. Staff attend assemblies only occasionally and therefore there is no sense of the whole school meeting together for collective worship
39. Provision for moral development is excellent; expectations are very high and all the adults in the school are consistently very good role models, displaying care and concern, patience, enthusiasm and interest in each individual pupil. They are fair minded and give unstintingly of their time. The school's behaviour policy, based on rewards for appropriate behaviour, is consistently implemented so that pupils are secure. Pupils, especially the younger ones, value the rewards they receive for example, the star tree. Routines are carefully planned to eliminate opportunities for inappropriate behaviour; for example, different break and lunchtimes to avoid overcrowding. In this school, there is harmony and all pupils work together and learn to take responsibility, for example, through the school council. There is a very attractive room where pupils who are emotionally disturbed can, at any time, be taken by an adult and helped to overcome problems and difficulties. Very high consistent expectations by all those who work in the school promote good behaviour very effectively.
40. Provision for social development is excellent. Relationships are strengths of this school and have a significant impact on pupils' social development. From the earliest days they are encouraged to share, take turns, listen to adults and to each other. Differences between pupils are recognised and more able pupils are continually challenged and extended, while those at the other end of the spectrum receive well-targeted high quality support. This is a really inclusive school. The interaction between non-teaching staff and pupils both in lessons, around the school and in the playground is very good and encourages pupils to form appropriate relationships. There are frequent opportunities for pupils to work and play collaboratively in all areas of the curriculum. Extra-curricular activities, for example learning to play an instrument, being part of a choir or a sports team, provide positive experiences for many pupils. Residential visits, as well as curriculum visits often linked to history or geography topics, enable pupils to develop social skills in another environment. The ethos of this school makes a strong contribution to pupils' personal development by encouraging independence, self-respect, honesty and thoughtfulness. The school council allows pupils to have ownership of their school and to take responsibility for its improvement; for example, by providing seats in the playground and a mural on the wall. They also raise money for charities of their choice. This gives opportunities for pupils to use their initiative and develop leadership skills.
41. Provision for cultural development is good. Through the well-planned vibrant curriculum pupils have good opportunities to learn about their own culture. Visits and visitors enrich this area of the curriculum. Whilst provision for multicultural education is satisfactory more could be done to prepare pupils for life in a multicultural society. Some teachers are aware of the need to extend the opportunities for pupils' cultural development so that they are fully aware of the diversity of cultures found as close as Bristol and Exeter. Several ideas have been mentioned;

for example, holding a multicultural week, forging a link with an inner city school in Bristol, using Exeter University as a resource, employing the school's video-conferencing facilities. This needs to be a whole school initiative so that multicultural education becomes an integral part of the curriculum and not an extra that is bolted on.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Pupils are cared for very well due to an ethos that puts them first and creates such a good learning environment. Very good arrangements to ensure this have been sustained since the last inspection. Each child is valued and recognized individually and their personal development is nurtured. There are good secure procedures for child protection based on local authority guidelines, and all staff are aware of them and alert to issues. A diligent approach to health and safety ensures that there are no outstanding issues and that pupils and staff work in a safe and secure environment.
43. The monitoring of pupils' personal development is very good overall. Procedures for monitoring and improving attendance are satisfactory. The headteacher analyses patterns of absence weekly and follows up absence with parents. Registers are now kept satisfactorily but codes have not always been used appropriately to give a clear picture of the nature of absence.
44. Procedures for monitoring and promoting good behaviour are very good, and are particularly effective because of the emphasis on educating the whole child. The success of this strategy comes through the high quality of attitudes, relationships and personal development rather than a dependency on school rules. This is very evident in lessons and about the school. The school is very active in making people feel valued and using positive reinforcement. The school is alert to changes and has very good facilities to support the pupils with needs. A most attractive 'time out' room creates an excellent environment in which to talk things through. Procedures for monitoring and eliminating oppressive behaviour are very good because of all of these strategies and the high quality of relationships.
45. Procedures for the personal support and guidance of pupils are very good because of the effectiveness of the monitoring and supporting of pupils' personal development. The ethos of the school promotes a respect for pupils, adults and property. Pastoral care is of a high order with imaginative initiatives including projects to identify and promote good emotional development and life skills, which are very effective.
46. As was identified in the previous inspection, the school has very effective assessment procedures. Baseline assessments are monitored and pupils are set targets for English, mathematics and the foundation subjects. The school uses the Autumn Package and PANDA data to analyse its performance. Regular assessments are identified in teachers' short term planning. Examples were seen during the inspection of teachers accelerating their planning because pupils had grasped a concept more quickly than anticipated, as in a Year 3/4 mathematics set investigating position and direction. Tracking procedures are used to show pupils' progress towards their targets. Pupils have a very good knowledge of their own learning and the very effective marking of pupils' work informs them of what they need to do to improve. Assessment procedures in the Foundation stage have been identified as an area for further development.
47. The school has effective procedures for the early identification of pupils with special educational needs, placing them on the special needs register and providing them with further help in accordance with the school's policy. The special needs co-ordinator is conscientious in maintaining individual education plans and ensuring that the provision outlined in the Statements of Special Educational need is implemented. She ensures that the school has very good relationships with special needs support staff and external agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views of the school are overwhelmingly positive with more than 90 per cent expressing satisfaction with the questions in the survey the only exceptions being the

questions about homework, and the provision of activities outside lessons where a minority of parents expressed concerns. The inspectors agree with all of the strengths noted; however, they feel that homework is good overall with pupils being self-motivated to research at home. The school believes that there are valuable activities for children outside school as part of their personal development and therefore this is taken into account when homework is set. When homework is set parents support their children and are in the main happy with the amount provided. The inspectors consider that the provision for extra-curricular activities is very good. Activities outside the school are encouraged and there are residential trips. There is a vibrant choir that rehearses enthusiastically after school, and a grandfather takes a successful football club. The dance club is available for all children from Reception onwards. Activities outside the school could be used to further support multicultural education.

49. The school has very effective links with parents, which are used well to encourage parents to be involved. The quality of information provided for parents is very good. The school keeps parents very well informed both about the school and the progress of their child. It is a very open school where the headteacher and staff make practical efforts to ensure that they are approachable and available. This is evident at the end of the school day when staff are outside to oversee the departure of their pupils and by the headteacher basing himself in the school office for much of the day. Termly parents' meetings ensure a good exchange of information. Annual reports are good; they are clear and succinct. It is clear that the child is known very well to the report writer, and the report states clearly what a child can do and, as appropriate, what needs to be done to improve.
50. All parents, including those with English as an additional language, make a very good contribution to children's learning at school and at home. Some are exceptionally supportive of the school with about twenty helping regularly in school and there is a Parent Teacher Friend Association that makes a visible difference. The Association has done much to ensure a very attractive school and give significant social and financial support; for example, meeting information and communication technology leasing costs, and subsidizing extra curricular activities. There is paired reading in the Foundation Stage and Year 1, and parents have made attractive reading sacks to support reading at home. The SHARE project involves parents further developing their skills to support their child's learning. The school works actively at involving parents of pupils with special needs to provide appropriate support. Parents of pupils with a Statement of Special Educational Need attend statutory reviews of statements, while parents of pupils with individual educational plans are kept fully informed, both formally and informally, of their child's progress and needs. Home/school agreements have mostly been signed but the vast majority of parents are, in any case, fully supportive of the work of the school. About forty parents supported a successful numeracy evening. The impact of the parents' involvement on the work of the school and the learning of children is very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The overall leadership and management by the headteacher and key staff are excellent. The headteacher provides excellent, caring, leadership. The commitment shown by the senior management team to the inclusion of all pupils contributes strongly to the school's very good ethos. This is an improvement since the last inspection. The good work that was identified in the previous inspection has now been embedded and there is a very strong sense of commitment and teamwork. The impact of all initiatives is carefully monitored and managed so that staff are not overburdened. The headteacher is very well supported by a very able deputy and senior management team with whom he works closely. Years 3 to 6 are managed by the deputy headteacher and the Reception class is managed with Years 1 and 2 by the Key Stage 1 co-ordinator who is relatively new in post. She has concentrated her initial efforts on the area that required most work. This was to raise the standards in Years 1 and 2. Consequently, she has had less time to concentrate on the Foundation Stage but this is an area that has been identified in her action plan. The special educational needs co-ordinator provides clear leadership and support for teachers and she liaises very well with support agencies. She has release time in line with recommendations in the new special educational needs Code of Practice that the school has successfully introduced. The special educational needs governor is fully involved and holds regular meetings with the co-ordinator to review the

progress of all the pupils on the special educational needs register. The governing body receives regular reports on the provision for special educational needs and is committed to providing a sufficient number of high quality teaching assistants in the classroom.

52. The permanent members of staff have subject co-ordination roles that they carry out very effectively. All curriculum areas are very well managed. The co-ordinators provide good formal and informal support for staff and they report to the governing body on a regular basis. The co-ordinators for English, mathematics, science and ICT have had opportunities to monitor the delivery of their subjects and there are plans to ensure that other co-ordinators have similar opportunities on a rolling programme. All staff share a very strong commitment to raising standards still further and they have a very good understanding of the areas for development in their subject. Performance management requirements have been implemented successfully and they are supporting staff development.
53. In the previous inspection some weaknesses in the provision for higher attaining pupils were identified. Now, the way in which the school ensures that tasks are well matched to the needs of all pupils is fundamental to its success. The provision for special educational needs has also improved since the last inspection particularly through the introduction of good quality individual education plans.
54. There are several reasons why the school is highly effective. The very good teaching is one strong influence. The headteacher and other staff monitor teaching effectively both formally and informally. The decision to set in Years 3 to 6 and to employ extra staff so that the lower sets can be smaller has had an impact on the raising of standards. Good teaching was seen in all classes during the inspection and very good and excellent teaching was seen in Years 1 to 6. One of the teachers has been identified as a leading literacy teacher and she shares her expertise with colleagues. This has a positive impact on the standards attained in English throughout the school. Another reason is the setting of targets for improvement. Close analysis is undertaken and extra support given when pupils miss a target. Tasks are well matched to the needs of all pupils including higher attainers and those with special educational needs. All pupils make very good gains in their learning. Good assessment procedures show that pupils of all abilities reach and often exceed the targets set for them, judged against their attainments when they started school. If a pupil is identified as a higher attainer the school makes very good provision. In addition the school runs a Life Skills programme for pupils. This programme is organised so that pupils are not withdrawn from the same lessons all of the time and those attending are not always the same pupils. The benefits of this programme far outweigh any loss of curriculum time.
55. The governing body fulfils its responsibilities very well. This is an improvement since the last inspection when governors' involvement was judged to be good. The governors are highly supportive and have a very good knowledge of the school's strengths and weaknesses. They have a very good understanding of their roles and ask pertinent questions. They have ensured that the key issues from the previous inspection have been well addressed. For example, provision for the more able pupils has improved considerably, planning is now very good, teaching is now mainly very good and the proportion of pupils attaining higher levels in national tests has improved. The governing body has been active in improving the school building. The school now has an extra classroom in the main building and indoor toilets. The school will be further enhanced by the provision of an arts hall due to be built later this year.
56. The school makes very good use of the funds available to it. The school development plan is a very good working document that has been well constructed to raise standards. Spending decisions focus appropriately on raising standards and ensuring that all pupils are well prepared for the next phase of their education. The provision of well-qualified learning support assistants ensures that pupils with special educational needs are well supported both in classes and when withdrawn for specific help. The extra members of staff have been provided from the Virtual Education Action Zone project. They have had a positive impact on raising the attainments of higher attaining pupils. The school manages its small delegated budget carefully and looks for appropriate projects that enhance the provision for all pupils by providing extra funding to enable the school to fulfil its aims. The administrative officer manages day to day accounts and office procedures well. Governors receive very accurate

information about the budget. All grants and extra funding are used effectively for their intended purposes and for the benefit of pupils. The school uses management systems well to up date regularly the information it holds about pupils' progress.

57. The school applies the principles of best value very well in use of its resources. For example, results from statutory tests are compared with other schools and the governors invite tenders and explore options before making spending decisions. Parents are consulted for their views on the school and about policy modifications. For example, parents were recently consulted about homework. There is a suitable number of teachers and support staff to meet curriculum requirements. The support staff make a positive contribution to the standards being attained. All staff share the whole school ethos of valuing the individual and the inclusion of those with special needs and English as an additional language.
58. The accommodation has been improved since the last inspection. It is satisfactory overall. There has been improved provision of indoor toilets and an extra classroom provided in the main building. The current school hall is unsuitable for some aspects of the physical education curriculum and it is difficult to accommodate the whole school for assemblies. However, this weakness is due to be addressed later this year when a new hall is to be built. To compensate for its lack of indoor sports facilities the school makes good use of its field to ensure that pupils receive a suitable physical education curriculum and attain the expected standards. The accommodation is very well cared for by the hardworking caretaker and cleaning staff. Resources are satisfactory overall and very well used.
59. A judgement on value for money is based on what the school achieves in relation to its expenditure. The school's income is below average. The attainments of the children on entry are broadly average. By the time the pupils leave the school at the end of Year 6 their attainments are well above average and they achieve very well. The quality of education provided is very good. The school promotes very good attitudes and behaviour. Provision for personal development, including spiritual, moral, social and cultural development is very good. Taking all these factors into account, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

There are no areas for improvement significant enough to be included here as key issues. In order to continue the very good work of the school and to raise standards still further, the headteacher and governing body may wish to consider the following minor issues for inclusion in an action plan:

- Improvements to bring standards in all areas of learning for Year R up to the high standards seen in personal and social development and communication, language and literacy.

(Paragraphs 29, 51, 62, 63, 70, 71 and 74.)

- Improvements to the provision for pupils' multicultural development to bring this up to the high quality provision for other aspects of personal development.

(Paragraphs 41 and 48.)

- Improvements to collective worship.

(Paragraph 38.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	28	20	6	0	0	0
Percentage	13	44	32	10	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	238
Number of full-time pupils known to be eligible for free school meals	25

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0
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	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	13	13	14
	Total	27	27	29
Percentage of pupils at NC level 2 or above	School	86 (88)	85 (100)	91 (100)
	National	85 (84)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	15
	Girls	13	14	14
	Total	26	29	29
Percentage of pupils at NC level 2 or above	School	82 (88)	91 (100)	91 (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
	2001	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	12	13	14
	Total	24	26	28
Percentage of pupils at NC level 4 or above	School	75(71)	81 (71)	88 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	15
	Girls	12	13	14
	Total	25	25	29
Percentage of pupils at NC level 4 or above	School	78 (74)	78 (74)	91 (84)
	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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	234
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	10.88
Number of pupils per qualified teacher	21.9:1
Average class size	26.4

Education support staff: YR– Y6

Total number of education support staff	8
Total aggregate hours worked per week	208

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.47
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000-2001
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	£
Total income	521,350
Total expenditure	505,780
Expenditure per pupil	1,978
Balance brought forward from previous year	27,011
Balance carried forward to next year	15,570

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	249
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	6	1	0
My child is making good progress in school.	58	37	2	2	1
Behaviour in the school is good.	50	46	0	0	5
My child gets the right amount of work to do at home.	34	49	11	6	1
The teaching is good.	61	37	0	1	2
I am kept well informed about how my child is getting on.	44	46	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	69	27	2	2	0
The school expects my child to work hard and achieve his or her best.	62	36	1	1	1
The school works closely with parents.	42	51	6	1	0
The school is well led and managed.	53	41	4	2	1
The school is helping my child become mature and responsible.	53	46	0	0	0
The school provides an interesting range of activities outside lessons.	24	53	22	1	1

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

60. The good provision identified at the last inspection has been maintained. The school has made a very good start in implementing a well-planned curriculum to which all have access. Full account is taken of national guidelines for children in the Foundation Stage. This, together with good teaching overall, enables all children, including those with special educational needs and higher attainers, to achieve well. They achieve particularly well in the area of communication, language and literacy and in personal, social and emotional development. The children start school at the beginning of the year in which they have their fifth birthday. They become full time as the term progresses. This means that they only have three terms in the Foundation Stage and they achieve a great deal in a comparatively short period. At the time of the inspection twenty-three children were accommodated in the Reception class. Most children have experienced some sort of pre-school provision. Very good induction procedures include home/school assessments, and parental visits and workshops, as well as close liaison with pre-school playgroups. These, together with the very high quality of relationships, mean that children soon feel secure. This enables them to settle quickly into class routines.
61. Analysis of baseline test results over the last three years shows that children enter school with broadly average levels of attainment. However, the most recent results show that this year children entered the Reception class with slightly above average levels of attainment in personal, social and emotional development and in communication, language and literacy. Satisfactory teaching enables children to make satisfactory progress in their mathematical, physical and creative development, and in developing their knowledge and understanding of the world around them. The quality of teaching is very good in the areas of communication, language and literacy and in personal, social and emotional development. As a result children learn new skills very rapidly. By the time children enter Year 1 attainment is average in mathematical, creative and physical development, and in their knowledge and understanding of the world around them. It is well above average in communication, language and literacy and in personal, social and emotional development. The school's very strong commitment to improving the quality of writing is having a major impact on standards. Many children are already working within Level 1 of the National Curriculum programmes of study and this represents good progress.
62. Very good use is made of baseline assessment to set small achievable targets in reading, and the school's excellent strategies for assessing writing have had a major impact on standards. Samples of children's work are kept and children's progress is recorded in some, but not all areas of learning, as they achieve the early learning goals. More careful dating of these records would give a clearer indication of how well the children are doing from the time they enter school to when they leave. Opportunities are sometimes missed to record children's progress during activities and checks are not always made to determine which children have participated. Nevertheless, the school has identified assessment as an area for further development.

Personal, social and emotional development

63. The children develop their personal, social and emotional skills in a variety of ways. As an example, after listening carefully to the story of The Three Bears, children pretended to write letters from Goldilocks to say she was sorry for eating the bears' porridge. This was then carefully linked to the children's own experiences. Because teachers are very good role models, children share and take turns amicably when they wait patiently until it is their turn to measure out the oats and milk to make porridge. Children's confidence is growing rapidly because teachers offer lots of praise and encouragement. They participate in class lessons with great enjoyment, as was seen when a lower attaining child took great delight in telling the rest of the class her news. Children take responsibility for selecting their own activity during free choice time, although the activities available do not always stimulate learning, and teachers do not intervene in these activities sufficiently to further promote opportunities. This

sometimes leads to inappropriate behaviour. Nevertheless, children use their initiative when, for example, they investigate ways of travelling across a mat during a good lesson on physical development. Excellent questioning during a music session enabled children to evaluate their performance and suggest ways of improving it. The very high value placed on children's contributions in lessons has a significant impact on their learning. The children will exceed the Early Learning Goals in this area of learning by the end of Reception.

Communication, language and literacy

64. Children reach high standards and achieve very well in this area of learning because teaching is very good, and interesting activities are carefully linked to other areas of the curriculum. Children's command of language and their ability to use it is growing rapidly because subject specific vocabulary is introduced and consolidated carefully. Children soon learned to use words such as backwards, forwards and diagonally during a physical development lesson because these were taught well. Clever use is made of whole class activities, which often combine reading, speaking and listening and writing. For example, children read the beginnings of sentences then complete these when telling the rest of the class their news. This considerably boosts their confidence and enables all children, including the lower attainers, to participate fully. Very good questions by the teacher generated lots of suggestions from the children on ways of making their story maps. Good modelling of drama by a parent enabled children to perform confidently in front of the rest of the class. However this is not always fully capitalised upon in the role-play areas in the classroom.
65. Teachers model reading carefully during whole class sessions, and because they moderate their voices to suit the characters, children join in spontaneously and enthusiastically. Phonic skills are taught very well, and common words are taught in careful sequence. As a result children read simple texts accurately and talk confidently about their favourite stories. Their love of books is evident in the way they often choose to read books in free choice sessions. This is further enhanced when they dress up as book characters on non-uniform days. Parental help is greatly valued in the shared reading sessions and children's progress is carefully recorded during guided reading times. Books are taken home regularly and home/school contact books provide a useful dialogue between teachers and parents. Although well considered class targets are included, the regular setting of small individual targets that children and parents know about, would further enhance learning.
66. Very good teaching of writing skills is accelerating children's progress considerably. The clever way in which teachers give children exciting reasons for writing is another very important factor. As an example, children wrote invitations to the birthday party of Wilbur, the class teddy bear. Because handwriting skills are taught well, children produce legible well-formed letters. Many children write well-spelt sentences, which sometimes incorporate full stops and capital letters. Higher attainers write sequenced sentences and most children can read their writing back to the teacher. Because children are well supported during writing activities they persevere and produce work of very good quality. The children will exceed the Early Learning Goals in this area of learning by the end of Reception.

Mathematical development

67. The majority of children make satisfactory progress in developing their mathematical skills. They use correct mathematical language to describe shape, size, position and quantity, as was seen during a playdough activity when children made mice with long, short and medium tails. They follow repeated patterns and sometimes devise their own. This is then further enhanced when they reproduce these patterns and shapes to decorate their party hats. They apply their knowledge of numbers to 10 and above in solving simple mathematical problems. Numeracy was used well during a physical development lesson when the children counted the number of bounces, although teachers do not always capitalise on opportunities to practise counting skills. Children match, sort and sequence accurately and, in learning about shape, look for these both in and out of the classroom environment. The quality of teaching is satisfactory overall although in whole class sessions, and in teacher led activities, it is good. Numeracy lessons give opportunities for mental mathematics and a structured time where children learn to focus on a teacher led activity, or to use practical mathematical resources

independently. However children do not always receive sufficient specific guidance in unsupervised activities; this results in a considerable slowing of the pace of learning. The children are on course to meet the Early Learning Goal by the end of Reception.

Knowledge and understanding of the world

68. Children are developing a satisfactory knowledge and understanding of the world around them through their topic work. In information and communication technology children control the mouse and press the space bar and arrow keys to select suitable clothing for summer weather. They talk about themselves and name their family members. They know the name or number of their house and street. In developing their understanding of history they compare what they can do now to when they were babies. In learning to care for the environment around them they plant seeds and bulbs to enhance their classroom and outdoor play area. Careful questioning by the classroom assistant enabled children to comment on the changes made to oats when milk is added during a porridge making activity. One child commented, "Mine's gone all lumpy! Ugh!" Although sand and water are readily available more thought needs to be given to ways of making these activities more interesting and exciting. In developing their understanding of Christian festivals, children visited the local church to participate in the pretend christening of Wilbur the class teddy bear. In learning to use their senses they attempt to walk with their eyes closed in order to empathise with blind people.
69. Teaching is satisfactory and children are provided with worthwhile learning experiences. As an example children's attention was drawn to the variety of wild flowers in the school garden. Effective questioning resulted in children identifying the different parts of a flower, although opportunities were missed to enhance this learning by drawing their attention to the colour, size, shape and texture of the leaves and petals. The children are on course to meet the Early Learning Goal in this area of learning by the end of Reception.

Creative development

70. Children's creative development is in line with expectations at this age because teaching and learning are satisfactory. They spontaneously engage in imaginative play in the home corner or in the outside play area although this would be further enhanced by interaction from staff. Most children paint, cut and stick, and fold paper with growing skill and dexterity. The children are introduced to a wide range of learning experiences. Because activities are carefully linked to literacy, children happily explain why they selected certain materials in producing interesting story maps. They position facial features correctly on their self-portraits and demonstrate good control of mark making tools because these are readily available and used frequently. At the time of the inspection children had access to ready mixed paint. However the painting area is not sufficiently stimulating and children have too few opportunities to mix paint for themselves or to choose the size of paper and paintbrush best suited to the task.
71. Because of the teacher's excellent use of voice and very good description during a music session, children used body language and facial expression very effectively in their interpretations of a dragon. Excellent questions enabled them to evaluate their performance in order to improve. The children are on course to reach the Early Learning Goal in the area of creative development by the end of Reception.

Physical development

72. Children are attaining in line with expectations in physical development because teaching and learning are satisfactory. Children move confidently and imaginatively and are learning to use space effectively. They demonstrate appropriate control when jumping, skipping and hopping, and throw and catch balls with increasing dexterity.
73. Good challenge by the teacher enabled children to improve their skills in moving across mats in different ways and directions. Very little evidence was seen during the inspection of children using construction kits as an aid to developing manipulative skills. The school has already identified the need to include more toys that the children can steer and control. Little use was made of the secure outside play area during the inspection. Children have access to the large

playground, however its sloping nature makes it unsuitable for ball games and wheeled toys. Good use is made of the hall where children have access to a range of climbing apparatus. The children are on course to reach the Early Learning Goals in physical development by the end of Reception.

74. The Reception class teacher and Key Stage 1 coordinator have made a very good start in implementing the Foundation curriculum and regularly review its progress. They have already identified areas for improvement including the time that is given to the areas of learning other than communication, language and literacy and mathematical development. The quality of planning is good and is shared with the Year 1 teacher to ensure continuity. Resources are adequate and readily available. Good use is made of visits and visitors to further enhance learning. The classroom assistant is valued and is clear about her role and all staff are committed to providing a happy learning environment where all can thrive. The management of the Foundation Stage is satisfactory but is improving rapidly. The staff have a detailed action plan that is providing a framework for improvement.

ENGLISH

75. Standards in English have improved considerably since the last inspection and are now well above average overall by the end of Year 2 and by the end of Year 6. The results of the most recent national tests confirm the Year 6 judgement. Standards are well above average because of the high and often excellent quality of teaching through the school, and the carefully planned programme of work that places very high emphasis on the sequential teaching of skills. Another very strong contributory factor is the way in which pupils' knowledge and understanding is assessed, which tells teachers what needs to be taught next. The school's very strong commitment to improving standards in writing is now paying dividends. As a result, standards in writing are now well above average in Year 6 as well as in Year 2. The excellent quality of relationships means that pupils know their efforts will be highly valued and this positively encourages them to try hard because they want to do their best. Consequently pupils of all abilities learn new skills in all aspects of English very rapidly indeed. There is no difference in the achievements of boys and girls
76. The pupils make very rapid gains in developing their speaking and listening skills. All pupils are keen to talk and listen to each other because very good and often excellent questions by the teacher positively stimulate them to want to respond. This was clearly evident during an excellent lesson when gifted Year 5 and 6 pupils had learnt to include words such as 're-iterated' and 'self-obsessed' during a discussion on characterisation.
77. Teachers frequently ask pupils for their opinions. As a result, they have learnt to speak up in front of the class and often comment unprompted because they are confident, articulate speakers. As an example Year 1 pupils reflected on the importance of keeping classroom rules then offered well considered opinions on how to resolve conflict. Because teachers introduce and reinforce subject specific vocabulary very carefully pupils are very rapidly increasing their knowledge of words and how to use them. As a result of skilful questioning during a very good religious education lesson, pupils in Years 3 and 4 explained clearly and articulately how people have communicated with each other over time.
78. By the end of Year 2 pupils read a wide range of both fiction and non-fiction books confidently, and express opinions about what they have read and why they prefer particular types of text. They know that contents and index pages are an aid to finding information quickly, then use these skills to produce attractive individual and class books. Pupils' love of reading is fostered from the start because teachers read stories and poetry dramatically and books are given a prominent place both in the classroom and around the school. The excellent practice in Years 1 and 2 whereby pupils take it in turns to read stories to the rest of the class is a very positive boost to pupils' confidence in reading to an audience. In one such lesson a gifted pupil read dramatically and fluently and, by changing her voice to suit the characters, had the class waiting in eager anticipation to find out what happened next. Because teachers are very careful to give time to self-correct, pupils' reading skills improve dramatically. Careful teaching of a range of strategies includes phonics and the ability to pick out clues from the text about the meaning of particular words. Regular practice of reading in other subjects helps pupils to

practise what they learn in literacy lessons. By Year 6 pupils are very fluent, articulate readers. In one very good lesson Year 6 pupils identified crucial features and selected pertinent phrases and sentences to support their work on story structure. Because the teacher was very careful to set parameters, pupils produced work of very high quality.

79. A real strength of the school is the way in which literacy is used across all areas of the curriculum, and teachers expect the same very high standards. As an example very good teaching of skills in information and communication technology enabled pupils to import information on a range of topics and to modify this information and to present it in such a way as to capture the reader's attention from the start. Books are taken home regularly and clear targets are set for improvement which teachers, parents and pupils know about.
80. Pupils are very carefully taught to use grammar and description with increasing confidence and accuracy. Every pupil has a writing assessment book containing examples of writing which are carefully levelled against National Curriculum targets. This provides a very clear indication of the very good progress that pupils make and gives teachers clear guidance on what needs to be done next. Targets are set which pupils know about and regular checks are made to ensure that pupils are achieving them. A considerable strength of the school is the way in which the school gives the pupils a real reason to write for a range of purposes right across the curriculum. As an example, pupils in Years 1 and 2 write in cartoon form in describing the life cycle of frogs, whilst Year 3 and 4 pupils produce moving letters and accounts about the experiences of refugees during World War 2. By Years 5 and 6 pupils use metaphors, similes and alliteration confidently to enhance their work and produce complex sentences which are structured into paragraphs. Younger pupils write persuasive letters of invitation and include sentences and phrases aimed at enticing the reader, whilst older pupils write accounts from different viewpoints as was evident when they write letters of apology and explanation from the wolf to the three little pigs.
81. Because of the excellent quality of relationships pupils nearly always try to do their best because they know their efforts will be greatly valued. They are confident pupils, who are eager to participate, and because there are frequent opportunities to work collaboratively, they share ideas and listen carefully to each other's contributions. Teachers have very high expectations of behaviour, so pupils solve any issues such as differences of opinion amicably. Because teachers plan tasks that capture pupils' interest, they remain focused for considerable lengths of time. Pupils are regularly given time to reflect on their performance in order to improve. Teachers are careful to introduce books from other cultures into pupils' reading. As a result of challenging questions during a good lesson in a Year 3/4 class, pupils generated great enthusiasm and excitement in their efforts to give examples of apostrophes. Pupils applauded others' efforts spontaneously. Pupils produced work of very high quality when they empathised with the feelings and emotions of the public on the occasion of the Queen Mother's funeral. Thus, the subject makes a very valuable contribution to pupils' spiritual, moral, social and cultural development.
82. Teachers are very careful in providing tasks suited to individual ability, and very able and well-informed classroom assistants make a major contribution to the pupils' learning. Because lower attaining pupils in a Year 1/2 class were well supported, they wrote apt and interesting words to enhance their poetry writing. Handwriting skills, spelling and punctuation are now taught very carefully and systematically and pupils take great pride in producing well-spelt and well-punctuated work; this is a major improvement since the last inspection. The marking of pupils' work is a strong feature, although this is occasionally not as consistent as it might be. The very high level of challenge and the choice of activities found in all lessons are deliberately aimed at involving both boys and girls and promote very good learning. All pupils make very good progress because teachers know them very well indeed and work is specifically planned to suit their needs. Pupils with special educational needs are identified early and special programmes are put in place to support them. Pupils with English as an additional language are well supported. Very good use of additional funding has enabled the school to put in place programmes to support the teaching and learning of the gifted and talented, as well as lower attaining pupils. One of the many strengths of the school is the very good use of time, staff and resources. Support staff, parent and governor helpers are very highly valued.

83. Excellent co-ordination of the subject makes a very strong contribution to the quality of teaching and learning. Monitoring of lessons is regular and constructive and the co-ordinator has a very clear vision of what needs to be done next - the school is always looking to improve in this subject. Careful analysis of the school's performance has resulted in an improvement in the range and quality of reading and writing tasks aimed at sparking the enthusiasm of boys as well as girls. Very good use is made of visiting poets and authors, including a non-fiction historical writer, and the very good work done by a local librarian has improved the quality and range of books in the school library. The school provides a highly motivating environment with the celebration of pupils' work taking a prominent place.

MATHEMATICS

84. Current standards in Year 6 are well above average. This is an improvement since the last inspection and an improvement since last year. Current standards in Year 2 are above average, again showing good improvement since last year. The improvement is due to the high quality of teaching in numeracy throughout the school and the very good provision giving targeted support for pupils of all abilities including the most able and those with special education needs. The setting arrangements and the employment of an extra teacher to boost the higher attainers and support the lower attainers have been very effective this year. It has enabled pupils to make very good progress and achieve very well. Setting has had a significant impact on standards and is a good example of inclusion. There is no difference in the achievements of boys and girls.
85. Pupils in Year 2 know the number facts to 20 and can work on these at speed. Pupils have a very good understanding of place value, hundreds, tens and units; are confident with doubling and halving and can solve word problems using the appropriate calculation. They can add three coins and subtract from 50p and £1. The higher attainers work with addition and subtraction of coins to £2.49. The pupils respond with enthusiasm to the inter-active white board. They concentrate well when playing a game of strategy on the computers to enhance their mental arithmetic skills.
86. Pupils in Years 3 and 4 demonstrate a good understanding of co-ordinates; they understand about directions on a compass and that a quarter turn is 90 degrees. They can locate a square on a grid and give instructions for a partner to follow. This activity involving trust makes a good contribution to pupils' personal development.
87. Pupils in Year 6 have a good understanding of fractions. The higher attainers are working on fractions with algebra, for example, $4g-36=40-6g$. They explain their calculation to the rest of the group. Pupils use mathematical vocabulary accurately, numerator, denominator, multiples, factors. They apply their previous learning well when calculating improper and equivalent fractions.
88. The quality of teaching in Years 1 and 2 is consistently good and frequently very good and this leads to very good learning. The strengths of the teaching for these younger pupils are the high expectations, detailed planning and the range of interesting challenging activities which closely match pupils' prior learning. The very good use of learning support assistants ensures that all pupils are successful, confident learners. Pupils are encouraged to take responsibility for their own learning, for example, write a problem in the book and ask a friend to put the answer on the display – a fisherman caught ten fish each day. How many did he catch in a week? The quality of teaching seen in Years 3 to 6 is consistently very good and sometimes excellent. The strengths of the teaching for these pupils is the teachers' very secure subject knowledge, very effective planning and use of the National Numeracy Strategy and very high expectations. Work is very accurately matched to prior learning so that pupils build on their previous knowledge. Explanations and demonstrations are very clear and adequate reinforcement is given to enable all pupils to gain a thorough understanding.
89. As a result of the very good teaching pupils are highly motivated confident learners. A pupil in a Year 3/4 class made a game at home based on his learning in school. This is an example of effective voluntary homework and it is a common occurrence in this school. In lessons pupils

are keen to share their knowledge and explain how they have arrived at answers. Frequently numeracy lessons provide very good opportunities for speaking and listening – good cross-curricular learning.

90. Mathematics is managed very effectively. Pupils' progress is carefully tracked through the school. The impact of setting and class grouping is monitored to ensure the best possible learning opportunities are provided for all pupils. Resources are satisfactory and used well by all teachers. The National Numeracy Strategy has been enthusiastically implemented by all teachers and is a significant factor in the rise in standards.

SCIENCE

91. Standards in science seen during the inspection in Year 2 are above average. In Year 6 they are very high and reflect the level of attainment by the older pupils in national assessments in 2001. Progress in lessons observed is very good and pupils are achieving very well over time. Pupils with special educational needs, supported by experienced learning support assistants are fully included and achieve well. There is no difference in the achievements of boys and girls.
92. From the range of evidence collected all aspects of science are well covered. There is a strong emphasis on teaching scientific enquiry and investigative skills through well planned and progressively more challenging tasks as pupils move through the school. Pupils record their work well, by writing and drawing they use their numeracy skills to communicate information through tables and block graphs, and there is some evidence of the use of information and communication technology for this purpose.
93. In a Year 2 lesson most pupils worked at a high level when studying growth. While one group planted seeds other groups looked at different forms of seed dispersal. One group tested different fabrics to see which would catch on goose grass, while another group cut out shapes and tested them to see whether they made a more rapid descent than a sycamore seed. They made their predictions, recorded their test results and prepared their conclusions. In the plenary session of a Year 5 lesson pupils were able to present their conclusions well on the differences of the pitch of a sound when a column of air is changed through experiments using bottles of water, straws and musical instruments. In an excellent Year 6 lesson on forces pupils' knowledge, use of scientific vocabulary, succinct definitions and their ability to predict an outcome accurately indicated very high standards. Using link cards pupils started with one reading out a question, the one holding the card with the answer read it out, followed by the next question. They did this three times during the course of the lesson, improving their accuracy and speed each time and thus reinforcing the key vocabulary related to forces. Between this they worked in groups at four different problems, giving their conclusions in a plenary session. Particularly impressive were the high level of concentration, the quality of relationships in their collaborative work and pupils' overall maturity.
94. The provision for science has improved since the last inspection. The school has developed a scheme of work that clearly identifies what is to be taught to each year group. The scheme is well supported by investigative formats for pupils of differing abilities. The school has also improved teachers' assessment and record keeping. This has impacted favourably on learning. The overall improvement in provision and the improvement in the quality of teaching have contributed to raising standards in science to a very high level.
95. The teaching of science is very good in Years 1 to 2 and in Years 3 to 6 with one excellent lesson seen in Year 6. Teachers' subject knowledge is very good and planning is excellent. In Years 3 to 6, where there are parallel classes teachers plan jointly. Teachers manage their pupils very well, make science interesting and maintain a good pace in their lessons. This has a clear impact on pupils' learning and their very good progress in lessons. Class organisation allows opportunities for pupils to work together collaboratively to plan and discuss their work and this contributes to their social development. Teachers question pupils to assess their understanding and have very high expectations, and use their teaching assistant very well for this purpose too. Plenary sessions are very well managed, with pupils very clear about the

processes of 'predicting' and 'fair testing'. Science is very well co-ordinated and there is a clear action plan to maintain the current very high standards.

ART AND DESIGN

96. Judgements are based on three lessons seen during the inspection, one in Year 5/6, one in Year 1 and one in Year 1/2, discussions with pupils, examination of completed work on display and scrutiny of the art portfolio. This evidence indicates that standards are above average by the end of both Year 2 and Year 6. This represents an improvement since the previous inspection when standards were average throughout the school. Pupils now are achieving well and there is no difference in the achievements of boys and girls.
97. Pupils develop an appropriate range of skills. In Years 1 and 2 pupils have a range of opportunities to work from direct observation. They produce work in both two and three-dimensional formats. Their paintings and drawings show an appropriate control of brushwork, pencils and crayons. Pupils in Year 1 learn to use glue effectively when they use natural materials to form a collage. Artwork in these two years is linked effectively to other areas of the curriculum particularly in science and history. Work in sculpture demonstrates that pupils use a range of media. In one lesson pupils were looking at a shell and using a range of textiles to represent its shape and colours. This activity contributed significantly to the pupils' speaking and listening skills. They described the shell using appropriate vocabulary such as: smooth, shiny, soft and reflective.
98. Pupils continue to build on their skills as they move through the school, with observational drawings being of a particularly high standard. Pupils in Years 3 to 6 can produce plans from various elevations and they have the ability to make these plans into three-dimensional objects with striking decoration based on Aztec designs. Pupils in Years 5 and 6 are able to examine pictures by famous artists including Balla, Monet and Turner and later to use their styles to produce their own pictures. Their efforts show a very good understanding of perspective. They can also represent speed in their work. Pastel drawings show close attention to tone and shade. Pupils' skills in three-dimensional work are developed through the use of clay, for example, coil pots with Aztec patterns. Evidence from scrutiny of previous work in the portfolio and of work displayed around the school shows that pupils have opportunities to design and evaluate their artwork.
99. The quality of teaching in the three lessons observed was good or very good and this led to very good learning. Evidence from displays, the art portfolio and from discussions with pupils together with a scrutiny of teachers' planning indicate that art is given a high priority in the curriculum and that teaching is based on very good subject knowledge. This fact, together with teachers' obvious enthusiasm for the subject, influences pupils, who consequently show justifiable pride in their work.
100. The previous inspection identified that there was little evidence of three-dimensional work. The school has addressed this and there is evidence that pupils are given opportunities throughout the school to produce three-dimensional artefacts in a range of materials. Information and communication technology is used appropriately to enhance work in the subject. Pupils use a range of programs to search the Internet for information about famous artists. Examples from activities in the Year 2 art club show an extension of classwork into basket weaving and glass painting.
101. The co-ordinator provides good leadership and ensures that the curriculum is planned using national guidance so that pupils can develop their skills as they move through the school. She has developed a comprehensive co-ordinator's file and a portfolio of completed work that allows her to support and monitor standards in the subject. She has had some opportunities to work alongside other teachers. This is an aspect of her role that could well be extended. She has very good plans for the development of the art curriculum and is instrumental in the school's applying for the "Arts Mark."

DESIGN TECHNOLOGY

102. Standards in design technology are above those expected for pupils at the end of Years 2 and 6. This is an improvement since the last inspection when they were judged to be in line. All pupils achieve well and there is no difference in the achievements of boys and girls.
103. No lessons in design technology were seen for pupils in Years 1 and 2 but displays, teachers' planning and designs in pupils' books indicate that standards are above average. Pupils in Year 2 designed and made puppets using a variety of materials, fabric, felt, ribbon, string, etc. and used a range of joining techniques including stitching and sticking. They produce clear, labelled diagrams as part of the design process. Pupils evaluate their work and identify the good features. Sometimes they suggest how their puppet could be improved, but mostly they are very proud of their work! Pupils work on a design technology project each term, therefore they develop their skills effectively.
104. Lessons were observed in Years 3/4, and 5/6. The younger pupils were designing and making moving monsters. They considered carefully the most appropriate shape of the monster to give it stability; the most appropriate materials to use and the technique to create movement, for example, nodding head using counterbalance, paper folding to make springs or a cardboard slider. Pupils demonstrated a good knowledge of the design process both in this topic and an earlier one when the task was to design a light with a switch. Older pupils have made glove or string puppets using papier-mâché, sticking and sewing. This term they are making musical instruments using a wide variety of materials and techniques.
105. Teaching is good, frequently very good throughout the school and this leads to good and very good learning. Teachers have a very good knowledge and understanding and teach the subject very confidently. Appropriate weight is given to all aspects of design technology and pupils are keen to discuss their work. There is a good mix of direct teaching and demonstration of skills, whilst allowing pupils to investigate and experiment. Lessons are well planned and organised to create good learning opportunities for pupils of all abilities. Effective links are made with other subjects, for example the project on torches linked with their work in science, the clay pots made by the older pupils linked with the project on Aztecs in history and this supports the pupils' learning.
106. Pupils are enthusiastic and take great pride in showing and explaining their work. They work very well collaboratively, discussing their plans and sharing ideas. They show a real interest in each other's models and make constructive comments about what will work and what will not, and how the model might be improved.
107. The co-ordinator has specialist knowledge in the subject and monitors pupils' progress throughout the school. There is a good scheme of work which includes national guidelines. Resources are satisfactory and provide pupils with enough equipment to experience a range of cutting, drilling and joining techniques. However, sometimes teachers have to adapt the scheme of work because resources are not available.

GEOGRAPHY

108. Standards in geography for pupils at the end of Years 2 and 6 are above those expected nationally. This is an improvement since the last inspection when they were judged to be in line. All pupils achieve well when their prior attainment is taken into account. There is no difference in the achievement of boys and girls.
109. Pupils in Year 1 have a good knowledge of other countries and continents, Europe, Asia and Africa. They look at a globe carefully and can identify some of the countries in Europe and Asia, for example, France, Spain, China and Hong-Kong. By looking at photographs and pictures they compare the similarities and differences between Britain and these countries. One pupil discovered that people in France could get to Spain without crossing the sea; other pupils were surprised to find out that there were cows in Africa. Year 2 pupils use stories to develop geographical skills. Through reading *The Mousehole Cat*, making a model of the

village, using a large map of the village they can identify physical and man-made features of the area. They give clear instruction of how to get from the quay to various places using correct geographical vocabulary. They can draw their own maps of the village labelling the harbour, shop, pub, and Mowser's cottage among others. Higher attainers provide a key. They are developing good fieldwork skills as they suggest valid reasons for why buildings are situated in certain places.

110. No lessons were seen for the older pupils, those in Years 3 to 6, but very high quality topic books indicate that pupils have good knowledge and skills. They build on their knowledge and skills as they move through the school. Literacy and information and communication technology are used well in geography, for example in the local study when pupils compared the land use in Wiveliscombe and Taunton. A visitor from the village talked to pupils in Years 3 and 4 about Pakistan and afterwards pupils made books about that country highlighting similarities and differences between England and Pakistan.
111. Teaching in both the lessons seen was very good and this led to very good learning. Planning is of a very high quality and lessons are stimulating. Pupils are excited by the challenging activities. The quality of the work produced by the older pupils, together with the teachers' planning, indicates good and very good teaching. Teachers are very aware of the range of ability within their class; higher attainers are constantly challenged while lower attainers are supported well by experienced teaching assistants. Very few worksheets are seen in this school and pupils use the skills they are learning in literacy very well in geography. Effective use is being made of the new computers in the classrooms as well as in the suite.
112. As a result of the consistently good teaching pupils really enjoy geography lessons – one pupil was heard to remark 'This is fun'. This characterises most of the learning in this inclusive school. Although no formal homework is set many pupils voluntarily carry out research at home and add to the work in their topic book -an indication of highly motivating teaching and learning.
113. The co-ordinator who has been in post for a year manages geography effectively. She has a clear action plan to further improve geography when the subject becomes a focus on the school development plan in the autumn. Geography makes a satisfactory contribution to cultural development – local studies help pupils to be aware of their own culture, while topics about other countries and the annual London visit make a contribution to pupils' knowledge of other cultures. Resources are satisfactory, but more modern atlases and globes are needed.

HISTORY

114. Standards in history for pupils at the end of Years 2 and 6 are above those expected nationally. This is an improvement since the last inspection when standards were judged to be in line. Both boys and girls achieve well when account is taken of their previous attainment.
115. Pupils in Year 1 gain historical knowledge and develop historical skills through listening to well chosen stories about famous people and events. During the inspection they listened attentively to a story about Native Americans and then, in groups each with an adult, looked at books, artefacts and "Playmobil" characters to find out more about the life of these people. Pupils in Year 2 know about the Fire of London, the development of transport from the horse and carriage until the present day and compare seaside holidays at the turn of the century with today. They are developing a sense of chronology as they look at pictures and photographs and put them in order. Pupils in Years 3 and 4 are learning about children's experiences in World War 2. They empathise in a very mature way with evacuation, refugees and the particular children they have studied, Rose Blanche, Lenny Levi and Anne Frank. This historical topic makes a significant contribution to personal development. The oldest pupils have a good knowledge of various aspects of life in Britain since 1953. They sequenced 40 pictures of important people or events in the period, such as the Coronation, Sputnik, the First Man in Space, the Marriage of Lady Diana and Prince Charles, and the death of Princess Diana. Pupils have chosen their own topics for research such as changes in sport, technology, space, and the life of the Queen. After they have completed their research they will present the information using PowerPoint. The early presentations were observed and these are of a

high standard and the pupils are extremely proud of their work. A feature of the history in this school is that all topics are planned carefully and pupils gain a good understanding of the period, not a few isolated facts.

116. Teaching in history is consistently very good throughout the school. Teaching for the younger pupils is highly motivating and learning is made fun. Pupils are fully engaged in the interesting tasks and activities. The strengths of the teaching for the older pupils are the very high expectations, high quality planning and the very good match of work to pupils' prior learning. Pupils are given good opportunities to be responsible for their own learning, to show initiative and work collaboratively. Very effective links have been established with other curriculum areas, for example art and information and communication technology. Literacy is used very well; there is a total absence of mundane worksheets. The pupils' writing, when they put themselves in the place of a child being evacuated, was a particularly moving experience and a good example of spirituality in the curriculum.
117. As a result of the consistently very good teaching pupils show real enthusiasm for learning and this results in them making very good gains in their learning. The younger pupils listen attentively to stories, observe photographs, pictures and artefacts carefully, ask sensible questions and answer questions posed by adults. The high quality of the topic books produced by the older pupils indicates their enjoyment of learning and the pride they take in their work.
118. History is managed effectively. The co-ordinator has worked with the rest of the staff to develop the curriculum and to include the national guidelines. The importance of a vibrant curriculum is fully recognised by this school and a great deal of thought has been given to providing all pupils with good learning opportunities. Resources are satisfactory and used well by all teachers.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. During the inspection week most teaching of information and communication technology took place in the computer suite. In addition pupils worked individually or in pairs on a computer, compatible with those in the suite, in their classrooms. Judgements on standards are based on lesson observation, scrutiny of pupils' work and teachers' planning, discussions with pupils, teachers and the co-ordinator.
120. By the end of Year 2 and Year 6 standards in all aspects of information and communication technology are at least in line with national expectations. In Year 6 pupils work on a multimedia presentation and standards in this area are above average. Pupils, including those with special educational needs, achieve very well against their prior attainment. There is no difference between the achievement of boys and girls. Pupils' attitudes to the subject are very good and they show high quality relationships when working together collaboratively. The new computer suite is having a positive impact on the raising of standards, because a whole class lesson can now be taught, which ensures pupils have the skills needed to use computers and software. There has been very good improvement since the previous inspection in standards, resources and the role of the co-ordinator.
121. By the end of Year 2, pupils confidently log-on, use the mouse to open files and folders, select from an on-screen menu, delete and insert letters and words, and save and print their work. They know that information can be obtained from television, video, tape, CD-ROMS, the Internet and the large interactive whiteboard in the suite. Scrutiny of pupils' work shows that pupils use the computer to word-process, produce block graphs of favourite foods, combine imported clip art pictures with text and use an art program to draw shapes and pictures. In a good Year 2 lesson observed, pupils changed a list of items into a horizontal shopping list and created their own list of items to take on a voyage. Another group of Year 2 pupils programmed a floor turtle to follow a pre-determined pathway.
122. By the end of Year 6, pupils confidently log-on, manipulate screen icons using the mouse, select items from an on-screen menu, import clip art pictures, search the Internet and use the 'drag and drop' features of a program. They use the keyboard well to word-process their text,

change the font style, colour and size and import pictures to enhance the text. For example, in a good Year 6 lesson, pupils experimented with a number of effects to present a series of slides to introduce their topic on Britain since 1952. Pupils chose topics such as space, The Queen, fashion and sport. They researched and downloaded items from the Internet and manipulated text and pictures so that the text swirled in and out of view and individual letters and words were programmed to appear and disappear on the screen in a sequence enhanced by suitable sound effects. Pupils showing their work on the computers show a good awareness of demonstrating to an audience. Pupils also use a scanner or the digital camera to enhance their work by combining text, images and music. However, the use of control technology and data handling is less evident.

123. The quality of teaching in Years 1 and 2 is very good and this leads to very good learning. The teachers' subject knowledge is very good and the tasks challenge the pupils. This results in very good interest and behaviour by the pupils and good learning. In Years 3 to 6 teaching was only seen in Years 5 and 6 where it was very good, and was effectively complemented by the very good quality learning support assistants. The very good teaching is a result of good knowledge of the subject by the majority of teachers, staff training, which has improved teacher confidence in using the suite, and the development of the computer suite and the large interactive whiteboard, which allows for whole class teaching of skills. Pupils are taught about new programs and skills with an initial demonstration to the whole class. This gives them a clear understanding of how the program works and the aims of the program.
124. Teachers' personal use of computers is good They word-process their planning and use the interactive white board very well particularly in teaching English and mathematics. An example of the use of computer generated slides for teaching was seen when the co-ordinator designed a PowerPoint presentation on how to create a PowerPoint presentation for teachers as well as pupils. Through good training teachers and learning support assistant are gaining in confidence in the use of information and communication technology.
125. All pupils, including those with special educational needs, achieve very well and build effectively on their prior understanding. The suite is providing opportunities for pupils to use information technology across the curriculum. Some very good examples were seen of this to support learning in English and mathematics. There is increasing evidence of computer-generated work in pupils' books, on display around the school and on display in the suite, and pupils were observed using classroom computers in lessons to support their work. For example in a Year 3 and 4 mathematics lesson on co-ordinates two pupils used a Logo program.
126. The co-ordinator is very knowledgeable and enthusiastic. She has clearly identified the strengths of the subject and the areas for further development, such as control technology, data logging and pupil assessment. She has provided high quality staff training and together with the headteacher has also ensured that the school purchased the best value equipment for the suite and the classrooms. Parents have generously supported fund raising activities. Access to the Internet is via a filtered system that ensures only appropriate web sites can be accessed by pupils.

MUSIC

127. At the time of the last inspection standards in music were in line with expected levels. At the end of Years 2 and 6 standards are now above average and therefore there has been good progress since the last inspection. Although only three lessons were observed, conversations with pupils and teachers and attendance at assemblies and a choir practice show that both boys and girls now achieve well over time. This is because, as well as regular music lessons, there are opportunities for pupils to sing and play music during extra-curricular activities. The practical nature of music lessons enables pupils with special educational needs to participate at a level that ensures they achieve well. Higher attaining pupils also achieve well as a result of extra-curricular activities and by participating in performances.
128. Throughout the school pupils sing with accurate intonation and obvious enthusiasm. In the choir there is regular two and three part-singing. Pupils sing a mixed repertoire of songs, paying attention to different aspects of style required. The co-ordinator who runs the choir is

very good at demonstrating different styles of singing. This enables the pupils to judge effectiveness and to put it into practice.

129. In the Year 2 lesson seen the pupils were able to work together in groups to perform groups of sounds. They were able to listen to their own and other groups' performances and to say how the performances could be improved. In this lesson they were able to choose appropriate percussion instruments to simulate the sounds of rain and thunder. In the Year 3/4 lesson observed the pupils demonstrated high levels of concentration when passing on sounds to other members of the group. When the music tape failed to give a suitable rhythm for the class to follow some of the pupils were able to clap the rhythm and this enabled the song to be sung.
130. In the Year 5/6 lesson the pupils were able to follow notation to sing a sequence and to design their own form of notation in response to listening to the percussion instruments being used. They were able to work together in small groups to play pre-chosen instruments to play notation sequences provided for them. When listening to each group's performance the pupils were able to pick out which notation sequence the group had been given.
131. The quality of teaching observed was very good or excellent and this supports the pupils' learning. This is an improvement since the last inspection when the quality of teaching was good. Teachers are supported in their teaching of this subject by the Qualification and Curriculum Authority (QCA) scheme and by a commercially produced scheme that supports non-specialist teachers. Teachers make links with other curriculum areas when it is appropriate; for instance, in Year 3/4 the songs chosen support the World War 2 history topic.
132. The co-ordinator for music is very enthusiastic and she communicates this enthusiasm and enjoyment to both colleagues and pupils. As a result pupils enjoy learning and make rapid progress. The extra-curricular choir activity is particularly good and provides pupils with regular, excellent opportunities to develop their musical team working skills. For example, twenty-five pupils from throughout the school joined together for choir practice during the inspection. They sang a demanding repertoire and did so with musical panache and enthusiasm.
133. The management of the subject is very good. The co-ordinator has a comprehensive action plan to ensure the further development of the subject. She is aware of how music can impact on other aspects of the curriculum. She ensures that pupils have opportunities to perform outside school and the choir has represented the school at concerts including performances in Wells Cathedral. The whole school was also involved in the "Song for Children in Need" recorded by S Club 7.
134. There is a range of resources available to support the music curriculum and teachers use both the classrooms and the hall for teaching the subject. The planned new hall will enhance the music curriculum in the future.

PHYSICAL EDUCATION

135. Lessons in games, athletics and dance were observed during the week of the inspection. Evidence from teachers' planning and the school's scheme of work shows that pupils have opportunities to take part in all aspects of the physical education curriculum. Some activities, particularly for the older pupils, are restricted by the size of the hall and the amount of equipment stored in it, and by the irregular and sloping hard surface area. In the lessons seen boys and girls made satisfactory progress. The pupils' achievements were broadly average by the end of both Year 2 and in Year 6. Pupils' achievements in dance are above average. All pupils swim regularly in the summer term at the local outdoor swimming pool and by the end of Year 6 most pupils can swim 25 metres. There are opportunities to develop teamwork through orienteering and outdoor adventurous activities and Year 4 pupils have an annual residential activity based experience.
136. The overall standard of teaching is good and leads to good learning. Features of good teaching are the planning, organisation and management of pupils that ensures a good pace

to the lesson, enabling pupils to be active for the majority of the lesson . A good example of this was in a Year 5 and 6 lesson where pupils recorded their performances in skipping against the clock and measured the distances they jumped and threw a ball. An example of very good teachers' subject knowledge and high expectation of what pupils can achieve was seen in a Year 5 and 6 dance lesson. Pupils performed their dance, watched a video recording and evaluated it before working to improve elements. Their Aztec dance related to their history topic was of high quality and pupils' collaborative work as a class and in groups contributed to their very good social development. Good organisation of younger pupils was seen in a Year 1 and a Year 1 and 2 lesson where pupils practised games skills. They practised hitting airflow balls skills with hockey sticks very sensibly and in the latter lesson they used their 'waiting activity' well while taking turns on other activities. Pupils enjoy physical education and respond positively to the challenge, activity and high expectations. They listen and respond very well to instructions, co-operate when working together and are able to evaluate their own skill and those of others.

137. The co-ordinator maintains a good overview of the subject and sees pupils' healthy diet as an important aspect of their physical development. Physical education is well planned and healthy eating well promoted. A very good range of extra curricular activities enhances achievement in physical education and the planned new hall will make a significant contribution to the range of activities offered.

RELIGIOUS EDUCATION

138. By the end of Years 2 and 6 pupils are reaching the expected standards in religious education. Pupils achieve well when their previous experience is taken into account. There is no difference in the achievements of boys and girls. This is a similar picture to the last inspection. Teaching and learning in the lessons seen were good overall, occasionally very good and, on one occasion, excellent. The planned curriculum is firmly based on the locally agreed syllabus and is mainly of a Christian nature. Appropriate attention is paid to other religions, including Hinduism, Judaism and Sikhism. Nevertheless, more thought needs to be given to making this learning more meaningful to pupils, through, for example, their participation in celebrations associated with different religions, or by visits and visitors related to other world faiths. In spite of this weakness excellent relationships that exist between pupils and staff and the care and concern shown to all mean that pupils soon learn to apply what they have learned from Bible stories to their own lives.
139. During an excellent lesson aimed at developing pupils' sense of belonging, Year 1 pupils soon discovered the importance of keeping school rules. Excellent use of time gave them opportunities to work together to find ways of making the classroom a happy place to work in. The agreed rules were then used, very effectively by the teacher, to help a pupil resolve his behavioural difficulties. In another effective lesson pupils evaluated the importance of friends, although the teacher missed an opportunity to develop pupils' understanding of 'giving' as well as 'receiving'. Because the teacher generated enthusiasm by her lively, enthusiastic presentation, pupils in Year 2 soon understood the significance of symbolism in their everyday lives, and began to relate this to the symbols used in religion. As a result of very good teaching in a Year 3/4 class, pupils soon began to understand how important messages about the Bible and its teachings are passed down over time. This learning was very well supported by the good range of well used resources, including different kinds of Bibles. By the end of Year 6 pupils look for deeper meanings in religious writings and how these affect their own lives. As an example, pupils explore the awe and wonder of creation by identifying objects and events from their own experiences that have had a major impact on their own lives. The very high value placed on these contributions was recorded by the use a digital camera.
140. Teachers' planning is good and is shared between classes to ensure that pupils continue to make progress. The planning is clear and relevant to pupils' needs and both planning and delivery of lessons show that teachers have a secure knowledge and understanding of the way in which pupils learn. Tasks are interesting and very careful questions and explanations enable pupils to gain new knowledge and skills effectively. Pupils have frequent opportunities to practise literacy skills. As an example, pupils wrote play scripts of the Christmas story, and often write Bible stories in the first person singular. Teachers have excellent management

strategies and know the pupils very well indeed; this means that behaviour in lessons is exemplary. Teachers show respect for the subject and handle pupils' suggestions very sensitively. This, in turn, conveys itself to pupils. The contribution that religious education lessons have on pupils' spiritual, moral, social and cultural development is very good. As an example, very good moral teaching was evident when pupils decided that 'you don't have to be big to be strong', following the story of David and Goliath.

141. The co-ordinator is enthusiastic and well informed and has a clear vision on how to move the subject forward. She is currently developing staff expertise in using drama to enhance teaching and learning. Assemblies and acts of worship meet statutory requirements. Nevertheless, these do not always provide pupils with meaningful experiences. Examples of pupils' work are kept although these are not yet levelled, and teachers are beginning to evaluate pupils' progress using a common format. The school is aware that this is an area for improvement. Resources are adequate and well used and are enhanced by visits by members of the local clergy, whose contributions in assemblies and acts of worship are highly valued. Good use is made of opportunities to visit local Christian places of worship.