

INSPECTION REPORT

CHEDDAR FIRST SCHOOL

Cheddar

LEA area: Somerset

Unique reference number: 123717

Headteacher: Mrs I Bellion

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 30 September – 03 October 2002

Inspection number: 248492

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	The Hayes Cheddar Somerset
Postcode:	BS27 3HN
Telephone number:	01934 742546
Fax number:	01934 744903
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Tidman
Date of previous inspection:	02/02/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	Barrie Mahoney	Registered inspector	Music Foundation Stage English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9769	Margaret Morrissey	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
19302	Christine Perrett	Team inspector	Science Geography History	
32142	Beryl Richmond	Team inspector	Mathematics Information and communication technology Religious education	How well does the school care for its pupils?
22948	Mary Vallis	Team inspector	English Art Design and technology Physical education Educational inclusion Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cheddar First School is about the same size as other primary schools, and pupils are drawn from the village of Cheddar and the surrounding area. Pupils' attainment on entry to the school overall is broadly average. At the time of the inspection there were 277 pupils on roll. There are 48 pupils with special educational needs (17 per cent), which is broadly in line with the national average, of whom two (0.7 per cent) are identified as school action plus. At present there are no pupils with a statement of special educational needs, which is below the national average. There are six per cent more boys than girls. A very small minority of pupils are from other than white ethnic heritages, and there are no pupils for whom English is an additional language. There are 20 pupils (seven per cent) eligible for free school meals, which is below the national average. The number of pupils who left or joined the school, other than the usual time, was above average (11 per cent) in the last academic year. The school has undergone considerable disruption over the last two years owing to major building work.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Across the school, pupils attain satisfactory standards in most subjects owing to the sound and often better teaching. Pupils behave well and are interested in their work. The leadership and management of the school are good. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher, senior staff and governors are good and promote effective teaching and learning.
- The quality of teaching is good overall, and this gives pupils a good start to their next stage of education.
- There is very good provision for pupils' moral and social development and the school promotes very good attitudes and relationships, which lead to pupils' good personal development.
- There is good provision for pupils with special educational needs, and so these pupils make particularly good progress.
- The school, parents and the community work closely together, which enables good home/school learning.

What could be improved

- Teachers' planning to ensure that the learning needs of all pupils are met in lessons, and particularly for the higher attainers.
- Standards in information and communication technology and religious education for pupils in Years 3 and 4.
- The use of time to ensure that the curriculum is broad and balanced.
- The role of subject co-ordinators.
- The provision for pupils' cultural development.
- The range of activities outside lessons for pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. It has responded satisfactorily to the previously identified key issues. Standards have been broadly maintained since the last inspection. The school now has improved schemes of work to ensure progression in the teaching of important skills. The information from assessment is now better used to identify ways in which pupils can improve and inform curricular planning. The school development plan is now an effective document and priorities are closely targeted to the school's needs. The leadership and management of the school have improved; the role of the governors has been effectively developed and they are well aware of the school's strengths and weaknesses. However, although there has been some improvement since the last inspection, provision and challenge for higher attaining pupils remain a weakness. The school demonstrates a good capacity for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	C	E	A	B
writing	D	E	C	D
mathematics	C	C	A*	A

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

National Curriculum test results in 2002 for Year 2 pupils were very high, and in the top five per cent, when compared with the national average in mathematics and well above average in reading. Standards in writing were broadly in line with the national average. Standards were also well above average when compared with similar schools in mathematics, above average in reading, yet below average in writing. The proportion of pupils achieving the higher level (level 3) is above national averages in reading and writing and well above in mathematics. Results of teacher assessments for science show that pupils are achieving above the national average. There has been a significant improvement in standards since 2001 when the results were distorted by a year group of pupils that included a significant number of pupils with special educational needs. Trends over time indicate that since 1998 standards in mathematics and reading have improved, with a considerable improvement in 2002. Although standards in writing fell in 2001 they are now broadly in line with the national trend. There is no difference in the performance of boys and girls.

Children achieve well in the reception classes. They broaden and consolidate their knowledge in all areas of learning. By the time children get to the end of the reception year, most are broadly achieving the standards expected of children of this age. Inspection findings show most pupils achieve satisfactory standards by Year 2 and Year 4. Standards achieved by pupils in Year 2 and Year 4 meet expectations in art and design, design and technology, geography, history, music and physical education. Standards achieved by pupils in Year 2 meet expectations in English, mathematics, science, information and communication technology and religious education. However, standards achieved by pupils in the current Year 4 are below expectations in English, mathematics, science, information and communication technology and religious education, although these pupils are making good progress from a low starting point. Pupils achieve satisfactorily overall, with particular strengths being seen in the achievement of pupils in Years 3 and 4, where the quality of teaching is consistently stronger. Appropriate targets are set for year groups and individual pupils. However, higher attaining pupils, particularly in Years 1 and 2, are achieving insufficiently high standards. During the inspection, there were no significant variations observed in performance between boys and girls. Pupils with special educational needs and those from different ethnic heritages achieve well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils display very good attitudes to the school. They are keen to come to school and work hard.
Behaviour, in and out of classrooms	Behaviour in lessons is good and often very good. Behaviour in the playground and around the school is very good.
Personal development and relationships	Good. Pupils develop a sense of independence and care for the environment. Relationships are good between pupils and with adults.

Attendance	Levels of attendance at the school are in line with the national average, and pupils arrive punctually.
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The school provides good opportunities across the school to develop pupils' skills of independent learning and to take responsibilities within the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Satisfactory	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 is good overall and leads to good learning, particularly for Reception children and pupils aged seven to nine. Reception staff have a good knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. There are some weaknesses, particularly in Year 1, where the pace of lessons is often too slow and pupils are insufficiently challenged. The quality of teaching and learning in English is good throughout the school. In history, geography and physical education the quality of teaching and learning is satisfactory throughout the school. The quality of teaching and learning for pupils in Years 1 and 2 is good in information and communication technology (ICT) and religious education. It is satisfactory in mathematics, science and music. For pupils in Years 3 and 4, the quality of teaching and learning is good in mathematics, science and music. There was insufficient evidence to make an overall judgement about the quality of teaching and learning in art and design and design and technology throughout the school, and in ICT for pupils aged seven to nine. No unsatisfactory teaching was observed. No differences were observed in the learning for boys and girls across the school. Literacy and numeracy are taught well across the school. Strengths in the quality of teaching include good explanations about what pupils are going to learn at the beginning of lessons. A thorough review at the end of most lessons ensures that pupils make good gains in their learning. Teachers' questioning skills are effective in most lessons. Pupils are well managed and their learning is enhanced by their interest and concentration and their ability to work independently. The consistently good or better teaching, particularly in Year 2 and Year 4, makes a significant impact on the good progress made by all pupils. However, planning is not detailed enough for some groups of pupils, and particularly the higher attaining pupils, for whom there is often a lack of planned extension activities or work planned at a more challenging level. Pupils with special educational needs and those from minority ethnic backgrounds are well supported and they make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school fulfils statutory requirements for teaching all subjects of the National Curriculum and religious education, although too little teaching time is allocated to religious education, ICT and music.
Provision for pupils with special educational needs	There is good provision for all pupils with special educational needs. Pupils are identified early and good support is given.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral and social development is very good. Provision for pupils' spiritual development is good and provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	The school provides good care for its pupils.

The school has a good partnership with parents and the community. The school has good procedures for monitoring pupils' academic performance and personal development. There are very good procedures for monitoring and promoting good behaviour. The provision for extra-curricular activities is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and senior staff are good. They have correctly identified areas to move the school forward. The school has been well managed during a significant period of change and upheaval.
How well the governors fulfil their responsibilities	Good. Governors have supported the school well during a period of disruption.
The school's evaluation of its performance	Good. The school reviews its own performance effectively and identifies accurately those areas where improvement is needed.
The strategic use of resources	Good. The school makes effective use of the available resources.

The headteacher and deputy make a good contribution to the life and work of the school. There are effective procedures to review and evaluate the effects of financial decisions and governors are aware of and apply "best value" principles. The school is appropriately staffed and there is a good balance of experience and expertise. The new accommodation is very good, but as yet not fully operational. Resources for learning are satisfactory overall and used well.

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 make good progress at school. • Pupils like coming to school. • The school helps pupils to become mature and responsible. • The school expects pupils to work hard and achieve well. • Pupils' behaviour in school is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons for pupils.

The inspection team supports parents' positive views of the school. Inspectors agree with parents that the range of activities outside lessons is unsatisfactory. This is mainly due to disruption caused by the recent building programme and the school is aware of the need to improve provision in this area.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment when starting school is broadly average overall. They make good progress and develop their learning in all areas of learning. By the time children reach Year 1, they are achieving standards broadly in line with expectations.
2. In the National Curriculum tests for 2002 for pupils in Year 2, standards were very high, and in the top five per cent in mathematics, well above average in reading and in line with the national average in writing. When compared to similar schools, standards were well above in mathematics, above in reading but below the national average in writing. More pupils achieved the higher level (level 3) in reading and writing, and considerably more in mathematics than nationally. Teachers' assessments in science for Year 2 indicate that pupils achieve standards that are above the national average.
3. Results of the National Curriculum tests for 2002 indicate a significant improvement upon the 2001 results. The reason for these low results was because this particular group of pupils included over a third with special educational needs. Also, there was a higher than average number of pupils who left or joined the school other than at the usual time, and this had a negative effect upon standards as some of these pupils came to the school with special educational needs. The school's analysis of test data has identified weaknesses in spelling and handwriting, which were part of the reason for the low achievement in writing. The school has targeted writing as an area for improvement in the school development plan and inspection findings judge that this is raising standards.
4. Over a period of time since 1998, National Curriculum test results for Year 2 pupils have been very variable, but show a considerable improvement in mathematics, and particularly in 2002. This is mainly due to the effective introduction of the National Numeracy Strategy and improvements in the quality of teaching. Standards in writing fell in 2000 and 2001 but are now improving. Standards in reading have been close to the national average since 1998, fell sharply in 2001, yet made considerable gains in 2002. Standards in reading and writing are now improving. Over the past three years, there was no significant difference in the performance of boys and girls in National Curriculum tests.
5. Inspection evidence indicates that pupils achieve satisfactorily overall, with particular strengths being seen in the achievement of pupils in Years 3 and 4, where the quality of teaching is consistently stronger. The good quality teaching and the attention given to identifying areas of weakness also contribute to these pupils' good achievements. At this early stage in the autumn term, standards of attainment are still below expectations for a significant number of pupils in Year 4, who were the group of pupils represented in the 2001 National Curriculum tests for Year 2. However, optional tests in the summer, and scrutiny of the present work show that standards are rising. This is because of good, well-focused teaching, good support for the high number of pupils with special educational needs and the school's identification of extended writing as a priority. Although these pupils are still attaining below nationally expected levels, their achievement, from a low starting point, is good.
6. In English, standards achieved by pupils in Year 2 are in line with expectations. Standards achieved by pupils in Year 4 are below expectations, although these pupils have made good progress when compared with their prior attainment. Standards have been broadly maintained since the last inspection. Standards of attainment in speaking and listening are at the expected levels for pupils at the end of Years 2 and 4. A concentration on subject specific vocabulary and more opportunities for discussion, for example, during personal, social and health education lessons, are helping to restore earlier standards. There are currently no pupils for whom English is an additional language.
7. Standards of attainment in reading are in line with expectations for pupils in Year 2. However, standards are below expectations for pupils in Year 4, because of the high percentage of pupils

with special educational needs in this year group. Targeted teaching of comprehension skills, with the headteacher concentrating on small groups of pupils, especially those with high prior attainment, has already had a positive impact on raising standards. Higher attaining pupils read with considerable enjoyment and understanding, appreciating humour and predicting the outcome of stories.

8. Standards of attainment in writing are in line with expectations for pupils in Year 2. However, standards are below expectations for pupils in Year 4. Standards of presentation of work are often good, and pupils show pride in their work. Letters are usually well formed, words are evenly spaced and many pupils are acquiring a pleasing cursive handwriting style. Standards for all pupils are sometimes constrained by lack of challenge; for example, restrictions are imposed by the use of too many worksheets and by the expectation that they will too often complete the same work as the rest of the class before attempting work at their own level.
9. In mathematics, standards achieved by pupils in Year 2 are in line with expectations. Standards achieved by pupils in Year 4 are below expectations. Standards achieved by pupils in Year 4 are not representative of the usual standards achieved by pupils in this year group; for example, the current Year 3 pupils are achieving above average standards. The National Numeracy Strategy is firmly embedded in the work of the school.
10. In science, standards of attainment of pupils in Year 2 meet expectations, with an appropriate number of pupils reaching the higher level 3. Year 4 pupils are achieving standards that are below those expected nationally, because there is a high percentage of pupils with special educational needs and whose literacy skills are not well developed. This adversely affects their ability to use the appropriate technical scientific vocabulary. However, the achievement of these pupils is good considering their very low attainment at the age of seven, as a result of the quality of teaching they have received.
11. In information and communication technology (ICT), standards achieved by pupils in Year 2 are in line with expectations. Standards achieved by pupils in Year 4 are below expectations. This is because not enough time has been allocated to teaching this subject, and because of accommodation and resource difficulties. Standards overall are not as good as they were at the time of the last inspection. The subject is not being well enough developed in other subjects across the curriculum.
12. Standards achieved by Year 2 and Year 4 pupils are in line with expectations in music, design and technology, geography, history, art and design and physical education. Standards are in line with expectations in religious education and ICT for Year 2 pupils. However, standards are below expectations for Year 4 pupils in ICT and religious education.
13. Higher attaining pupils, together with gifted and talented pupils, although effectively identified, are not always sufficiently challenged; for example, the overuse of worksheets and colouring-in activities in some classes is too undemanding. The very small number of pupils from minority ethnic backgrounds are well supported and they make appropriate progress. The headteacher, staff and governors are well aware of the school's strengths and weaknesses and set realistic targets for year groups and individual pupils, and progress towards achieving these targets is appropriate.

Pupils' attitudes, values and personal development

14. Since the last inspection the good standard of behaviour has been maintained. Children starting school in the reception classes receive a very positive start to their school life through well-considered entry procedures, which are sensitive to the needs of individual children. Pupils arrive at school well prepared and keen to work and they demonstrate very positive attitudes in lessons. They settle quickly, apply themselves to tasks enthusiastically and concentrate well throughout lessons. Pupils use the opportunities provided to demonstrate their capacity to undertake independent work, they take a pride in their work and respond well to teachers' comments for improvement in line with lesson expectations. Across the school, pupils have a very positive attitude to learning.

15. The school is successful in achieving its aims and in fulfilling its mission statement to help each child develop appropriate relationships with other pupils and adults both in the school and in the wider community in such a way that inspires and motivates even the very youngest learner. This provides a happy secure environment in which the contribution of each member of the school community is respected and valued and each pupil is encouraged to develop respect for themselves and others. Pupils in Year 4 said they felt very lucky to be in such a beautiful school with such good teachers.
16. Pupils' behaviour in lessons and around the school is always good and often very good. They understand and observe the code of conduct and absorb the values given to them by positive teacher role models. Although very early in the term, reception children already understand and are motivated by their smiley face rewards and are keen to succeed. No issues of bullying were observed and parents are confident that any issues of bullying will be dealt with swiftly and sensitively within a "no blame" policy. The good behaviour in the school contributes to the progress pupils make in their learning and personal development.
17. Personal development is good and pupils work well together in all subjects. One particularly good example of this was seen in a Year 4 numeracy lesson when pupils worked in pairs to predict the outcomes of practical work on right angles and were learning effectively from the activity; all pupils were sensible and patient with each other. Pupils contribute well to the daily routine of the school and are sensitive to the quality of other pupils' well being. From the Reception class onwards, pupils are fully responsible for their own equipment. The pupils' effective playground committee raises very sensible issues and has contributed to the choice of play equipment, the sensory garden and also to work as "Wellie Workers" on the school pond.
18. Levels of attendance at the school are satisfactory and in line with the national average. Punctuality this term has improved and no issues of lateness have been recorded. There have been no recent exclusions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Overall, the quality of teaching and learning is good and has improved since the last inspection. It is good for children in the Reception classes and for Years 3 and 4 and satisfactory for Years 1 and 2, where there are some weaknesses, particularly in Year 1.
20. The quality of teaching for Reception children is good in communication, language and literacy, mathematical development, personal and social development, creative development, physical development and knowledge and understanding of the world. Staff have a good knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. The skills of literacy and numeracy are taught well.
21. The quality of teaching and learning in English is good throughout the school. In history, geography and physical education the quality of teaching and learning is satisfactory throughout the school. The quality of teaching and learning for pupils aged five to seven is good in information and communication technology (ICT) and religious education. It is satisfactory in mathematics, science and music. For pupils aged seven to nine, the quality of teaching and learning is good in mathematics, science and music. There was insufficient evidence to make an overall judgement about the quality of teaching and learning in art and design and design and technology throughout the school, and in ICT for pupils aged seven to nine. No unsatisfactory teaching was observed. No differences in boys' and girls' learning were observed during the inspection.
22. A particularly strong feature in the most successful lessons observed was the way in which teachers explained at the beginning of lessons what pupils were going to learn and reinforced this effectively throughout the lesson. A thorough review at the end of most lessons ensures that pupils make good gains in their learning. A common feature in many of the good lessons observed includes the use of challenging questions to extend learning. The consistently good or better teaching, particularly in Year 2 and Year 4, makes a significant impact on the good progress made by all pupils.
23. Teachers show a good understanding of the National Numeracy and Literacy Strategies. Teachers are successful in matching their questions to the needs of individuals in whole-class sessions.

This contributes positively to the quality of learning and standards attained. Other strengths in the quality of teaching include well-focused teaching, based upon very good subject knowledge. Lessons proceed at a brisk pace and include a variety of well-planned activities. Pupils listen and behave well during lessons. Effective behaviour management is a consistent feature across the school and, in the best lessons, is the main reason why learning is effective. When the teaching is particularly good, skilful questioning and good use of support staff ensure that pupils learn well. Higher attaining pupils are also challenged appropriately in the most effective lessons. Although gifted and talented pupils are clearly identified by the school, there are very few additional extension activities provided for these pupils at present.

24. A weakness in teaching is, sometimes, inefficient use of time. Sometimes pupils are expected to sit for too long and too passively in a shared session, as observed in a music lesson in Year 1 and a religious education lesson in Year 4. Occasionally too many activities are planned for any to be completed as well as they might be. On occasions, the pace of lessons was slow and expectations of what pupils could achieve were too low. The quality of group work is inconsistent throughout the school and examples were observed of inappropriate tasks being set. There are also many examples of teachers relying too much on worksheets that fail to challenge pupils, and particularly the higher attainers. Again, this was more noticeable in Year 1, when the pace of some lessons was often tedious and pupils lost interest in their work. Time is not always used well; for example, colouring-in activities do little to extend the learning of skills in a subject. In geography, there was much evidence of colouring in of maps. This was confirmed in one lesson observed where the emphasis was on presentation: pupils were encouraged to draw 'super drawings', rather than extend their knowledge and understanding. Higher attaining pupils are often given the same work and this does not extend their learning sufficiently.
25. The quality of marking is unduly variable across the school. Examples were seen of pupils' work left unmarked, and some with very little comment or guidance for pupils in how to improve. However, there were also examples, often in Year 2 and Year 4, of marking of high quality, with detailed, constructive comments to help pupils to improve.
26. Pupils with special educational needs make good gains in learning except on a small number of occasions where group work in whole-class lessons is not matched to their prior attainment. They make especially good progress when working on highly structured programmes of work targeted to meet their individual needs and taught by the very well qualified special educational needs staff.
27. The use of homework is appropriate throughout the school. Reading books are taken home regularly and reading records indicate a good working partnership between teachers and parents. There are also some examples of older pupils working at home with spellings and using reference books effectively. Information and communication technology is insufficiently used to extend pupils' learning in all subjects. This is because the school is awaiting the completion of the new ICT suite.

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

28. At the time of the last inspection a key issue for action was to improve schemes of work to provide sufficient detail to ensure progression in the teaching of important skills, especially writing. The school has largely addressed this issue through the adoption of national guidelines adapted to meet the needs of the school, and through the implementation of the National Literacy and Numeracy Strategies. Schemes of work in some areas such as art and design and English are currently under review. Writing is again under the spotlight, especially extended writing and spelling skills. This is largely in response to a thorough analysis of National Curriculum test results, especially for 2001.
29. The school provides a satisfactory range of learning opportunities to meet the needs of pupils of all ages and abilities. The school fulfils statutory requirements for teaching all subjects of the National Curriculum and religious education, although there is limited teaching time for religious education, ICT and music indicated on present timetables. There is good joint planning by teachers to ensure that pupils in parallel classes from Years 1 to 4 have good access to similar experiences and opportunities, and taught within a secure and supportive learning environment.

The school gives high regard to equal opportunities in ensuring that all pupils have access to all learning and social opportunities. Currently it has no pupils for whom English is an additional language. Good and improving provision exists for pupils with a variety of special educational needs, although there are still times within the classroom when group activities fail to match these pupils' prior attainment. Access to the curriculum is aided by well-trained and experienced special educational needs support assistants and by other support staff. Support staff are also highly effective in teaching well constructed individual and group programmes of work under the guidance of the newly appointed special educational needs co-ordinator. Pupils with physical or sensory impairment benefit from the implementation within school of programmes drawn up by visiting professionals, including physiotherapists or occupational therapists.

30. The school has effective strategies for teaching literacy and numeracy. A mathematics enhancement programme run in conjunction with Exeter University preceded the numeracy strategy and is one reason why the school considers that results in mathematics are better than those for English. The school also benefits from the appointment of a leading mathematics teacher to the staff. A reassessment of literacy after disappointing results in 2001 National Curriculum tests has led to the school's appointing an overall co-ordinator for English, working collaboratively with a nearby Beacon School and focusing on reading and writing and results are already much improved. Time allocated to the acquisition of skills is sometimes hindered by low level activities such as colouring in and worksheets.
31. Although the curriculum is broad and generally well balanced, time is not always used to its best advantage. Present planning indicates that there is insufficient time for pupils to develop their skills, knowledge and understanding in religious education, ICT and music. Sometimes, too much time is allocated, for instance when spelling and handwriting are taught separately. Extended writing is sometimes taught in isolation rather than included in subjects such as science and history. There are too many short activities such as these during the day and too much time is allocated to assembly. Lessons do not always start on time. Current planning does not always provide for richness and breadth in the curriculum.
32. Provision for extra-curricular activities is unsatisfactory. Parents are rightly concerned that this is a weakness in the school although there is a wide variety of out-of-school activities on offer locally. After-school activities have understandably been curtailed during the building programme, but the games club is soon to be re-established. The very long lunch break (80 minutes) is usually spent by pupils in purposeful play, but is a large block of time for young children. The lunchtime French club is fun, educational and well attended and offers a model for other clubs.
33. Provision for personal, social and health education is good. Throughout the school, good attention is given to healthy eating, with pupils beginning to understand that a balanced diet is essential for healthy growth. Pupils are also taught the importance of healthy bodies and how to look after them. The school has an appropriate policy for sex education and drugs misuse. Visitors from the community such as representatives of the police and in-shore lifeboat service provide interest and help develop social skills as well as reinforcing safety issues. The school effectively promotes very good personal development, self esteem and confidence and this is evident in very good relationships and the self assurance with which pupils converse with adults. Time is given for pupils to explore feelings and beliefs, well supported in a climate of openness and security. Pupils learn to speak out on issues that are important to them. One good example of this is class playground representatives who meet regularly to discuss lunchtime issues and improvements. Playground monitors look after new pupils and support those who might be lonely.
34. The contribution made by the community is impressive. The support is practical, financial and emotional and has been especially appreciated during times of change, such as in the recent rebuilding programme. Residents give of their time generously to speak about their experiences and areas of expertise and help bring alive many areas of the curriculum. There are constructive links with a school in Jamaica that were forged after a visit from a local resident, culminating in a planned visit by Jamaican pupils next year. Governors, parents and grandparents regularly accompany pupils to the local leisure centre and sometimes work alongside them in school. A commercial link pays for the school crossing patrol and a local publican is attempting to raise a very considerable sum to help resource the new school.
35. Relationships with other schools and educational training establishments in the area are very good. The school benefits considerably from links with the local Beacon school and through the

generous sharing of facilities at a local secondary school. The school is part of a supportive cluster group, who share courses, expertise and equipment.

36. Since the time of the last inspection, the school has maintained its good provision for pupils' spiritual, moral, social and cultural development and this has a significant effect on pupils' attitudes and learning.
37. The school promotes pupils' spiritual development well. It promotes an atmosphere in which pupils are taught to show consideration, courtesy and respect for themselves, others and the environment they live in. Staff use teaching styles that value pupils' questions and give them time for their own thoughts and ideas. A consistent clear set of values, described in the aims of the school, is adhered to and understood by adults and pupils. Pupils in Year 2 after listening to the story, Miss Lily's Fabulous Pink Feather Boa, were able to reflect on and then explain how different choices that people make have an impact on others. In Year 4, pupils help each other develop self-confidence through planned activities including playing games like 'living legend' in a very supportive and happy atmosphere. Pupils are encouraged to think of others less fortunate than themselves and carry out fundraising days for good causes, including activities for Red Nose Day and Mufti Day for World Aid.
38. Provision for pupils' moral development is very good. The school provides a clear moral code, which is shared with parents in the home/school agreement. Staff are very good role models for pupils and are consistent in the way in which they promote good behaviour. Consequently, staff encourage pupils' understanding of the difference between right and wrong and allow pupils to take responsibility for their actions. The school actively rewards good behaviour, effort and achievement in assemblies. The school promotes pupils' moral development by inviting parents to attend good work assemblies, where pupils' good work and behaviour are celebrated.
39. Provision for pupils' social development is also very good and is linked closely with their moral development. The school actively aims to foster a sense of community with common, inclusive values and actively promotes the equality of all pupils. It is successful in this. There are very well developed links with the local community. Teachers plan tasks well to encourage pupils to work co-operatively with each other whenever possible. As a result, most pupils are polite and friendly and eager to be of assistance. Parents value greatly the emphasis that the school places on pupils sharing. Assemblies, Christmas concert, Christmas parties, Christmas lunch and the Music Festival make positive corporate experiences for pupils. Pupils benefit from opportunities to take responsibility, for instance on the Playground Committee. There are representatives from each class and together they make decisions about playground matters.
40. Provision for pupils' cultural development is satisfactory overall. Educational visits enrich pupils' learning; for example, pupils have visited the New Exploratory in Bristol, Bristol Zoo and Lord Bath at the Caves. Visitors to the school, such as a writer and illustrator for Book Week, enhance cultural provision. A local historian has recently visited Year 4 to teach the pupils about the Saxon Hall, which is in the grounds of the local secondary school. However, the school does not give pupils a sufficient insight into the ethnic, cultural and faith diversity of British society today. It does, however, have links with a school in Jamaica, which allows pupils to learn about the lives of those in another part of the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. This is a caring and supportive school in which the wellbeing of pupils is a priority. There are good procedures for ensuring that pupils are safe and well looked after. Equipment and premises are checked appropriately and there are good procedures for tracking the action taken on risks identified. There are good facilities for pupils with disabilities. Appropriately trained staff care for pupils who are ill or who have accidents at school, and there are sufficient midday supervisors to cover pupils' care at lunchtime. However, the length of the lunchtime break is presently too long as there are no planned lunchtime activities apart from one club for Year 4 pupils. The school has adopted local child protection procedures and there are two designated trained teachers. The school receives good support from external agencies such as social services when it is required. High standards of care for pupils have been maintained since the last inspection.

42. Procedures for monitoring academic and personal development are good. There is a whole-school assessment policy that will be reviewed in the near future. Children are assessed when they start in the Reception class and at the end of the year. At the end of each year the school tests its pupils by using nationally available test materials. Teachers plan ongoing assessment for their lessons; some modify plans for subsequent lessons according to what has been learned and direct support to where individual pupils require it. Detailed records of pupils' achievements are kept for English, mathematics and science. Other subjects are beginning to be monitored, and teachers comment on progress at the end of the year.
43. Procedures for monitoring and promoting good behaviour are very good. There is a consistent approach to behaviour management, which is adhered to and understood, by staff, pupils and parents. The schools' procedures for eliminating oppressive behaviour such as bullying and racism are good. No oppressive behaviour was seen during the inspection.
44. Procedures for monitoring and supporting personal development are good. Staff use their good knowledge and relationships with pupils to record their views on pupils' personal and social development in the annual report to parents. Teachers know their pupils well and although many procedures are informal, they are nevertheless effective. Personal and social education is taught within assemblies and lessons such as religious education. The school also uses group discussion periods known as 'circle time' for raising awareness of issues such as behaviour. This makes a valuable contribution to pupils' personal development. An agreed approach to the teaching of sex education is in place. There are good systems for rewarding good attitudes to work and behaviour. Pupils are taught to care for each other and to appreciate the effect of their actions on others.
45. The school sets individual targets for pupils, which are shared with their parents. These targets are reviewed at the end of the year. The school uses records passed from one class to the next to place pupils in appropriate ability groups. Pupils who are below the attainment expected for their age are placed on the special educational needs register. The school uses assessment well to set their Individual Educational Plans. A register of gifted and talented pupils has been established, although has yet to have an impact upon teaching methods and extension activities across the school. The school analyses in detail completed National Curriculum assessment tests to modify teaching methods and content where weaknesses are identified. Curricular targets have been set to improve pupils' comprehension, writing, spelling, problem solving in mathematics and their speaking skills, specifically to encourage pupils to speak in sentences. This has had a good effect on standards achieved by pupils, particularly in English.
46. There is a lack of consistency in the standards of marking. Though some marking is constructive and gives guidance on how to improve, elsewhere it is brief and does not provide support or encouragement. There is very little annotation of work to indicate how much support a pupil has had in completing a task.
47. Procedures for monitoring attendance are good. Registers are regularly monitored; the system is well run and maintained and is having a positive impact on attendance and punctuality. However, this is mostly left to the school with occasional support from the local education authority. Parents are informed through the school prospectus of attendance procedures and given attendance figures on pupils' annual reports and in the governors' annual report to parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views of the school are very favourable; overall the partnership between the school and parents is good. Parents feel the headteacher and staff should be commended for the way in which the school has operated over the past year in particular, during the disruption caused by building works. They endorse equally strongly the philosophy of the school to encourage children to be responsible and supportive of others. Parents are genuinely pleased with the quality of education the school is providing; they appreciate the involvement in school life and the attitudes that are making the school a happy, positive establishment in which their children flourish.
49. Parents are happy with the progress pupils make and the standards of attainment achieved. They feel they are well informed and that it is an open school with a listening staff. However, a number of parents would like a more regular newsletter to ensure they are the first to know and

understand any changes, following a misunderstanding over shared teaching arrangements earlier in the year. Since the last inspection, the biggest change noticed by parents has been the accommodation. Parents feel well informed about pupils' progress and are confident that any pupil who has difficulties will be quickly identified and well supported. Parents report that behaviour is very good and that it is a happy, friendly school, which pupils want to attend. Pupils are well cared for and are given many opportunities to develop independence and confidence. All parents are regarded as true partners in home-school learning; they feel that the school belongs to them and their children, but the real value is the partnership they have with the staff and governors; decisions are genuinely a shared process. The inspection findings fully support parents' positive views. A significant minority of parents is concerned that the range of activities outside lessons is limited. Inspectors agree with parents that the range of activities outside lessons is unsatisfactory. This is mainly due to disruption caused by the recent building programme and the school is aware of the need to improve provision in this area.

50. There is regular communication between home and school. This happens through a range of methods including the school prospectus, governors' annual report to parents, curriculum meetings, parents' evenings, end-of-year reports with targets sheets for literacy and numeracy, regular letters and a termly newsletter as well as daily contact with staff, all enabling parents to continue at home the learning that is taking place in the classroom. Parents receive guidance to support pupils' reading and a booklet is at present being compiled to provide extra support. Parents of reception pupils have a range of information for home-school learning, including a key word booklet. Overall, the range and quality of information and communication between the school and parents are good.
51. All prospective parents have an opportunity to tour the school prior to pupils' entry and this contributes to the successful induction to the Reception class, helping both children and parents settle quickly into the school community. The governors' annual report to parents gives good information and meets statutory requirements. The school prospectus is well presented with necessary and useful information for parents and pupils; this too complies with statutory requirements.
52. The school welcomes parents into the school and parents respond well to this both as helpers in the classroom and on school trips and visits including swimming. The school is given very good support from parents with home learning: staff appreciate the comments parents make, particularly in home school diaries and reading records.
53. The parent teacher association is an effective fundraiser and is very well supported by the community in its efforts. It also ensures that there are plentiful social events throughout the year for both parents and pupils; overall, the parent teacher association greatly enhances school life, resources and ethos.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The quality of leadership and management is good overall. The headteacher provides effective leadership and has established positive relationships between all members of the school community. The school is now reaching the end of a period of disturbance, with a move to a new school building. However, it is to the credit of the headteacher, senior staff and governors that morale was effectively maintained during a very difficult time for the school.
55. The headteacher is well supported by an effective senior management team, and together they have identified areas for improvement and are developing a range of appropriate strategies to continue to move the school forward. The school has analysed assessment data to identify strengths and weaknesses in order to improve standards, and is beginning to use the analysis well to set targets to improve pupils' performance. They have good support from staff, governors and parents.
56. A team approach is developing well and there is a shared commitment to improvement. Most teaching staff have responsibilities for co-ordinating areas of the curriculum. The monitoring role of co-ordinators in some subjects is at an early stage of development, with some co-ordinators having a limited understanding of standards in their subject throughout the school. The school

recognises the need for co-ordinators to be more pro-active; for example, it acknowledges the need for planned opportunities for co-ordinators to directly monitor the quality of teaching and learning in the subjects for which they are responsible.

57. The governing body gives generously of its time and has increased its involvement in the school since the last inspection. A planned programme for visiting the school, as well as frequent informal visits made by several governors, provides them with first-hand information about how well the school is doing. Overall, governors are making a good contribution to the life of the school and are supporting the school well. Governors are well aware of the school's strengths and weaknesses. A range of its responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil all of their statutory responsibilities and are successfully involved in the overall monitoring of the work of the school.
58. The school has clear aims that are supported by pupils, parents, staff and governors. These include creating an environment that effectively promotes pupils' learning and positive attitudes, together with the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are appropriately incorporated into all aspects of the school. The school's development plan is appropriate and clearly identifies the areas for development. The planning process is effective; the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings. The planning process fully involves staff and governors. Participants feel that their contributions are valued and form a significant part of future school improvement and, as a result, there is strong commitment to the priorities identified.
59. Financial planning is good, and special grants, such as allocations for special educational needs, are used appropriately. The full governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Good quality financial information is made available to all governors. Governors ensure that spending decisions are appropriately linked to educational priorities. There are well-established procedures to review and evaluate the effects of financial decisions, and governors have a good understanding of best value principles and apply them appropriately. The school budget is well managed on a day-to-day basis by the school's administrative officer, and financial control and administration effectively support the endeavours of teachers. The school holds a relatively high surplus of funds of £56976, which represents about 11 per cent of the school's overall budget, and which is above expected levels. Spending upon the existing buildings and resources have been kept to the minimum during the two years prior to completion of the new school building in order to provide for new resources. These funds have been identified for improvements to resources once needs in the new building have been fully assessed, and this is entirely appropriate.
60. The school shows a high commitment to meeting the educational needs of pupils. Special educational needs provision is well managed and has improved since the last inspection. Good use is made of funds for pupils with special educational needs in providing well-focused and appropriate support. Specialist staffing levels are well above those seen in similar schools. Equality of opportunity is appropriately promoted throughout the school. The school complies with the Code of Practice for special educational needs and fulfils its statutory requirements. A very well qualified special educational needs co-ordinator has recently been appointed and two members of the support staff are very well trained and experienced. Communication between the co-ordinator for special educational needs and learning support assistants is very good; they meet regularly to review pupils' progress. There is a named governor for special educational needs who gives regular reports to the governing body on all relevant matters. Governors are well aware of the needs of all pupils. The reflection of the school's aims can also be seen in the good resources and accommodation for pupils needing additional provision. Physical provision for disabled pupils is exceptionally good, with a high level of space for access and very good equipment in place, although the school currently has no such pupils on roll.
61. There have been considerable improvements in the school's approach to staff development, in line with national requirements. There has been an appropriate emphasis upon literacy and numeracy. Performance management strategies are now in place and operating appropriately. The school is appropriately staffed and there is a good balance of experience and expertise. Learning support staff make a good contribution to most lessons.

62. This is a brand new school building, which has only been open for a few weeks. Overall the accommodation is very good and allows the curriculum to be fully met. The school is currently waiting for furniture to complete the ICT suite, stock for the library and equipment for physical education; however the accommodation for all these is very good and fully in place. There is good hard playground space and good green field space, although the latter cannot be used until grass seed has been sown.
63. The quality, range and accessibility of resources to support learning are satisfactory overall. However, some resources are “tired” and unappealing; for example, resources for children in the Reception classes. The school is assessing its requirements for additional and replacement resources following the move into the new building, and funding has been identified for this. At present, the school is unable to use the new ICT suite as it is awaiting delivery of furniture. Similarly, resources for physical education are due to be enhanced by installation of new equipment in the school hall. The school recognises that, at present, resources for religious education are insufficient to promote the understanding of other cultures and faiths.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve the standard of education further, the headteacher, staff and governors should:
- (1) Improve the quality of teachers’ planning to ensure that the learning needs of all pupils are fully met, and particularly those for higher attaining pupils by:
 - raising teachers’ expectations of what pupils can achieve; (paragraphs 8, 13, 23, 24, 25, 106,127)
 - ensuring that teaching time positively enhances pupils’ learning; (paragraphs 8, 11, 12, 24, 30, 31, 93, 116)
 - improving the quality and purpose of group and individual activities. (paragraphs 8, 13, 24, 76, 84)
 - (2) Raise standards in information and communication technology and religious education in Years 3 and 4. (paragraphs 27, 111, 112, 126, 127, 128, 129)
 - (3) Provide more planned opportunities for subject co-ordinators to monitor their subjects, including the standards that pupils’ achieve and the quality of teaching and learning. (paragraphs 56, 103, 107, 110)
 - (4) Revise the use of time throughout the school day to ensure that the curriculum is broad and balanced. (paragraphs 24, 29, 31, 41, 111, 119)
 - (5) Improve the provision for pupils’ cultural development. (paragraphs 40, 120)
 - (6) Review and improve the range of activities outside lessons for pupils. (paragraphs 32, 49)

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure that the school’s marking policy is implemented consistently across the school. (paragraphs 25, 46)
- Review the range and quality of resources, particularly for children in the Reception classes. (paragraphs 63, 68, 70)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

53

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	0	15	27	11	0	0	0
Percentage	0	28	51	21	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

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		277
Number of full-time pupils known to be eligible for free school meals		20

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		48

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
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	33	25	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	30
	Girls	15	19	22
	Total	36	41	52
Percentage of pupils at NC level 2 or above	School	62 (83)	71 (79)	90 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	27	27
	Girls	17	20	17
	Total	40	47	44
Percentage of pupils at NC level 2 or above	School	69 (81)	81 (92)	76 (96)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
220	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	24.5
Average class size	27.7

Education support staff: YR – Y4

Total number of education support staff	11
Total aggregate hours worked per week	172

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.0
Number of teachers appointed to the school during the last two years	3.4

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	498022
Total expenditure	485161
Expenditure per pupil	1852
Balance brought forward from previous year	44115
Balance carried forward to next year	56976

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	277
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	1	0	0
My child is making good progress in school.	59	40	1	0	0
Behaviour in the school is good.	45	50	0	0	5
My child gets the right amount of work to do at home.	36	49	15	0	0
The teaching is good.	58	36	2	1	2
I am kept well informed about how my child is getting on.	38	48	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	23	5	0	1
The school expects my child to work hard and achieve his or her best.	57	41	1	0	1
The school works closely with parents.	32	55	10	1	2
The school is well led and managed.	55	39	5	0	2
The school is helping my child become mature and responsible.	53	43	1	0	2
The school provides an interesting range of activities outside lessons.	14	41	25	9	11

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

65. At the time of the inspection, children had been in school on a part-time basis for three weeks and only very recently come together as class groups. Children enter one of the two Reception classes prior to their fifth birthday and this follows a period of part-time attendance for about half a term before they attend school full-time. This well-considered start to learning ensures that children are keen and happy to come to school and helps to form positive relationships with adults and each other. Children start school with a wide range of attainment, which is broadly average overall. Children make good progress, and broaden and consolidate their knowledge in all areas of learning. By the time children reach Year 1, most attain standards that are broadly in line with expectations in all areas of learning. Overall provision for these children is good, and the high standards in this area of the school's work have been maintained since the last inspection.
66. Overall, the quality of teaching for Reception children is good in communication, language and literacy, mathematical development, personal and social development, creative development, physical development and knowledge and understanding of the world. One of the reception classes is taught by two teachers, each for part of the week. This is working well and children quickly adapt to the differing teaching styles and appreciate the variety of approach that each teacher gives them. Staff have a good knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. The basic skills of literacy and numeracy are well taught. Support staff are appropriately involved in extending children's learning; for example, in extending children's thinking and language during role-play and group activities. The quality and use of ongoing assessment are appropriate.
67. Planning is thorough and is good overall, and includes references to national guidance for children of this age. Planning between the two classes takes place regularly and there is similar provision for children in both classes. Children have good opportunities to select their own activities and appropriate equipment and talk about what they have done and this is appropriate for this stage of children's learning. Relationships are secure and the staff's expectations of children's behaviour are appropriate. Provision for children with special educational needs is good and they are well supported.
68. There is a satisfactory range of resources available. However, because of the move to the new building many items of new equipment have not been received in time for the start of the term. Staff are working hard to provide an appropriate range of activities under difficult circumstances. However, some of the equipment, for example, in the role-play area, looks 'tired' and unappealing. The outside play area is not yet completed and it was not possible for outdoor activities to take place. The school has identified areas in which this area can be successfully developed. There are plans to provide a good range of outdoor activities shortly, including apparatus for children to climb and balance and to use large wheeled toys. There is equality of learning opportunities for boys and girls.

Personal, social and emotional development

69. Children achieve broadly what is expected for their age. They make satisfactory progress through opportunities to establish constructive relationships with other children and adults. Children work effectively when they work alone, in small groups or as a whole class. Most children select activities and resources for themselves with confidence. During group and individual activities children are responsive, interested in what they are doing, and beginning to concentrate and persevere with their learning. Children's thinking and language are enhanced by the skilful intervention of an adult, as well as modifying their behaviour; for example, in the home play area, when appropriate.

Communication, language and literacy

70. Children listen to their teachers well and are becoming confident in their use of a growing vocabulary and range of expression. Children broaden and consolidate their use of language and

achieve what is expected for their age. Children communicate their thoughts, ideas and feelings effectively. Progress in communication, language and literacy is satisfactory overall. Children develop their early writing skills well and are successful in their mark making. They form letters with increasing accuracy and write words. Children make good progress in developing their reading skills. Children enjoyed sharing “Elmer the Elephant” story together and they learned about the positive qualities of sharing, being considerate and polite by the successful intervention of the teacher. However, the quality of resources often limits the quality of role-play, and this also restricts their language and personal and social development; for example, by the range and quality of dressing-up clothes and the quality of resources available.

Mathematical development

71. Children count, sort, match, seek patterns and recognise relationships effectively when working with numbers, shapes, space and measures. In one successful group session observed, most children quickly understood how to create a simple repeating pattern and several achieved good results. Attainment in mathematics is in line with expectations, and children make good progress in colour, shape and number recognition. Numeracy skills are developing appropriately. Children are beginning to identify and create patterns and compare, sort and count objects and count up to ten. Children regularly use number at other incidental times of the school day to extend their learning; for example, during registration activities.

Knowledge and understanding of the world

72. Children achieve in line with expectations for their age, and they make satisfactory progress. Children develop a satisfactory understanding of the world around them using a satisfactory range of resources. Some children talk about where they live, their families and their immediate environment, and they recall their experiences through role-play. Children use a satisfactory range of construction materials well. They use ICT to extend their learning when, for example, using telephones in the role-play area and using computer programs to support their learning in literacy and numeracy. The outside play area and large play resources are not yet available for children to extend their learning, but planning shows that these will be available shortly.

Physical development

73. Children’s physical development is in line with expectations for their age, and they make good progress. They handle scissors, glue, paintbrushes and crayons appropriately. Children extend their physical development when using the school hall, where they show a good awareness of space and confidence in the different environment. In one good lesson observed, children listened well to the class teacher and made good progress in hopping and skipping. Sensitive support and encouragement given by the class teacher and nursery nurse ensured that all children felt valued and could take part. As yet, children have limited regular opportunities to climb, balance and use large wheeled toys and this restricts their learning.

Creative development

74. Children’s creative development is in line with expectations for their age and they make good progress. Children enjoy playing in the home play area, but some of the equipment used looks ‘tired’ and is insufficiently stimulating and, as a result, does not effectively enhance creative play. In one good lesson observed, children recognised the number of “beats in their name” successfully. Children listened carefully and responded by repeating simple patterns of sound. Children experiment with colour when using powder paint and are beginning to be aware of the effect of a “colour wash”.

ENGLISH

75. Overall, standards achieved by pupils in Year 2 are in line with expectations. Standards achieved by pupils in Year 4 are below expectations. Standards have been broadly maintained since the last inspection.

76. Standards of attainment in speaking and listening are at the expected levels for pupils in Years 2 and 4. They have sufficient skills to express ideas and feelings clearly and concisely although they no longer display the wide and varied vocabulary heard during the last inspection. A concentration on subject-specific vocabulary and more opportunities for discussion are helping to restore earlier standards; for example, during personal, social and health education lessons. One pupil in Year 2 explained that connective phrases are "like building bricks." One Year 4 pupil, appreciating descriptive language in a story, commented "This list inspires me: I can picture each item." Social skills are well developed: pupils are polite and they listen well. They take turns in conversation and consider each other's opinion. However, some opportunities for oral contributions are missed; for example, pupils have too few opportunities to evaluate their own work or that of their peers in subjects such as physical education. There are currently no pupils for whom English is an additional language.
77. Standards of attainment in reading are in line with expectations for pupils in Year 2. However, standards are below expectations for pupils in the present Year 4. The 2002 National Curriculum test results show a considerable improvement in reading from the very low levels recorded in 2001, with a significant number of pupils reaching the higher level 3. Targeted teaching of comprehension skills, with the headteacher concentrating on small groups of pupils, especially those with higher prior attainment, has already had a positive impact on raising standards. Pupils in Years 1 and 2 make informed guesses using the context of the text; they look at the pictures and use their knowledge of phonics to build up words. Pupils of all abilities including those with special educational needs, try to read expressively and to take note of punctuation. Although standards in reading have improved for pupils in Year 4, they are still below national expectations. Higher attaining pupils read with considerable enjoyment and understanding, appreciating humour and predicting the outcome of stories. They handle reference books confidently and select relevant information from texts. However, the high numbers of pupils with special educational needs means that, overall, standards are still below expectations. Families make a considerable contribution to reading and to the high self-esteem pupils of all abilities display. Parents compile story sacks, and family members share books with children on most evenings. Their perceptive comments in reading logs are helpful.
78. Standards of attainment in writing are in line with expectations for pupils in Year 2. However, standards are below expectations for pupils in the present Year 4. By the end of Year 2 pupils write for a range of purposes and higher attaining pupils change their style for the intended audience; for example, they write letters to friends in their Jamaican partner school, they explain how to look after guinea pigs or write short sequential stories based on their own experiences. They are beginning to vary language and punctuation to good effect. One young writer moves her story on with 'Meanwhile, back in England ...' and then uses exclamation marks competently. Higher attaining pupils and those with special educational needs achieve appropriately. Standards of presentation of work are often good, and pupils show pride in work. Letters are usually well formed, words are evenly spaced and many pupils are acquiring a pleasing cursive handwriting style.
79. At this early stage in the autumn term, standards of attainment are still below expectations for a significant number of pupils in Year 4. However, optional tests in the summer, and inspection of the present work show that standards are rising slowly. This is because of good focused teaching, good support for the high number of pupils with special educational needs and the school's identification of extended writing as a priority. Pupils understand the purpose of a first draft, although they have too few opportunities to produce one on the computer. They show independence by selecting correct spellings from their list and are well stimulated and supported to write, but complete a very small amount of work in the given time. Standards for higher attaining pupils in all years are sometimes constrained by lack of challenge; for example, restrictions are imposed by the use of too many work sheets and by the expectation that they will too often complete the same work as the rest of the class before attempting work at their own level. No differences in the standards of boys and girls were observed.
80. Overall, teaching and learning are good and never fall below a satisfactory level. In a small number of lessons they are very good because of teachers' good subject knowledge and good planning for pupils of all abilities. Teachers' planning has been helped by the adoption of planning sheets that provide a secure framework for lessons. They ensure that all elements of the National

Literacy Strategy are implemented while giving a sensible flexibility of approach. Relationships are a considerable strength between all members of the community giving pupils confidence to contribute orally and to know that their work is valued. When teaching is at its best, teachers know how to move pupils on to the next stage of learning, providing a very good range of interesting activities to help them to succeed. In a very good lesson in Year 2, the teacher's story telling skills captivated the pupils. They wanted to share their own experiences orally and in writing and were successful because they had been so well prepared. In another very good lesson, this time in Year 4, pupils learned very well because activities were varied and interesting; for example, they used different coloured pens for commas and full stops. The teacher's firm and fair management of the class ensured that behaviour was good and time spent productively.

81. Where teaching and learning are less successful, lessons are not planned so well to meet individual needs or the pace slackens and pupils lose interest. The teaching and learning of pupils with special educational needs are good overall and very good when taught by specialist staff during withdrawal sessions. This is because good assessment procedures help staff to focus on specific areas for improvement. Some activities within the classroom do not always meet pupils' individual needs, especially during group work sessions. Support staff are used well at this time, but are sometimes underused during the introduction of lessons. Marking is often unsatisfactory, with no clear focus, especially on learning outcomes, and teachers' writing does not always offer a good example to pupils. Reports are informative and positive and set specific targets for future improvement. Homework is good, building upon work in class and involving parents in activities.
82. The National Literacy Strategy has been well implemented through the training of staff and the acquisition of good resources. It has not yet had significant impact on the raising of standards, although new procedures recently put in place are addressing this problem. Separate co-ordinators for the four strands of English have been replaced by an overall co-ordinator for literacy, with benefits already apparent. Planning for literacy across the curriculum is inadequate, although there are some good examples of other subjects contributing positively to literacy; for example, in history and religious education. Speaking and listening skills are well developed in other areas of the curriculum. Extended writing is developing in isolation rather than as an integral part of the curriculum across a number of subject areas. There is insufficient use of information and communication technology to support writing and too many worksheets stifle creativity and often inhibit the progress of higher attaining pupils.
83. Leadership and management in the subject are satisfactory and improving. The school has made sensible and effective use of a local Beacon school to help raise standards. The new co-ordinator has very good subject knowledge and has already identified sensible priorities for development. These rightly involved raising standards in reading and writing, and observing and monitoring teaching. New assessment books show examples of pupils' writing. This is giving teachers more confidence as they record the levels of their work. Resources are generally good, although the range and condition of books in class libraries is unduly variable. There has not yet been time to establish the school library. The subject contributes well to pupils' social and cultural development. Regular book fairs are held and authors, poets and storytellers visit and theatre groups perform in school.

MATHEMATICS

84. Overall, standards achieved by pupils in Year 2 are in line with expectations. Standards achieved by pupils in Year 4 are below expectations. Standards have been broadly maintained since the last inspection. Standards achieved by current Year 4 pupils are not representative of the usual standards achieved by pupils in this year group; for example, the current Year 3 pupils are achieving above average standards. The National Numeracy Strategy is firmly embedded in the work of the school. There is no significant difference in the attainment of girls and boys. Pupils with special educational needs are well included in all classroom activities and they make similar progress to their classmates. Higher attaining pupils are sometimes insufficiently challenged; for example, they are constrained by the restrictive nature of worksheets. Pupils' behaviour and attitudes in mathematics lessons are mostly very good.

85. Teachers plan work well to enable pupils to apply their literacy skills when working in mathematics; for example, there is a good emphasis on using correct mathematical vocabulary. Pupils apply their mathematical skills well in other subjects; for example, in history they create time-lines; in science they record information in tables and in graphs; and vocabulary, such as vertical and horizontal is reinforced in physical education. Standards in the use and application of mathematics to problem solving and investigations are below average. The school has already identified that it needs to place more emphasis on this aspect of the subject. Good use is made of the summing up part of lessons in some classes to give pupils the opportunity to solve word problems.
86. Standards in number work, as seen in the examples of work for last year's pupils, are in line with expectations. By the end of Year 2, pupils multiply and divide whole numbers by 2 and 10 and by the end of Year 4, they divide whole numbers with remainders. Standards in shape, space and measures, as seen in the examples of work for last year's pupils, are also satisfactory. By the end of Year 2, pupils recognise line symmetry and by the end of Year 4, pupils convert metres into centimetres and millimetres. Standards in handling data, as seen in the examples of work for last year's pupils, are satisfactory. By the end of Year 2, pupils record data on a block graph and by the end of Year 4, pupils record data on a Venn diagram.
87. The quality of teaching in the subject is good overall; satisfactory for pupils in Years 1 and 2 and good for pupils in Years 3 and 4. There was an example of very good teaching in Year 4 and pupils' response was enthusiastic. One pupil, in Year 4, volunteered 'I love mathematics so much that I could marry it!' Most teachers have a good understanding of the National Numeracy Strategy and, consequently plan work together to ensure good progress. They make clear what they want pupils to learn by sharing it with the pupils at the start of lessons and checking their understanding at the end of lessons. At this time, some teachers also encourage pupils to think about whether they have understood or whether they need further practice and to indicate this to them. In one class, pupils indicated their understanding by drawing smiley or sad faces. In another class, they indicated by either thumbs up or thumbs down. Teachers highlight mathematical vocabulary for pupils and encourage pupils to use the correct words. They question pupils well, using a good range of questions. Teachers plan well to enable pupils to respond in a variety of ways; for example, pupils answer questions orally, by writing an answer on a white board, by using number cards or by demonstrating to the rest of the class on the class board. Teachers use a good range of mathematical resources, such as number lines for counting work, hundred squares for number pattern work and "washing lines" to enable pupils to put numbers in order. The support given to pupils by other adults in the classrooms is good.
88. There are some weaknesses in the quality of teaching in Years 1 and 2. Pupils do not record their own calculations in a variety of ways often enough, and there is an over-reliance on completing worksheets. Planning does not always take account of all pupils' prior attainment. In particular, work lacks challenge for higher attaining pupils. While most work is marked, it does not often indicate to pupils how they can improve, and this is a weakness.
89. The leadership and management of the subject are satisfactory. The subject leader has not as yet had time to fully carry out her role, particularly in terms of monitoring standards and the quality of teaching and learning, although planning indicates that this is a priority for the school. There is a satisfactory policy for mathematics, which will shortly be updated to include all the current practice in the school. The use of information and communication technology is limited. The school has identified this area as a priority for development. The school has held successful parents' evenings for older pupils at which the National Numeracy Strategy approach to the teaching of mathematics has been explained.

SCIENCE

90. Standards of attainment by pupils in Year 2 meet expectations, with an appropriate number of pupils reaching the higher level 3, and standards have been maintained since the last inspection. Pupils in Years 1 and 2 make satisfactory progress. Standards of current Year 4 pupils are below those expected nationally because there is a high percentage of pupils with special educational needs and whose literacy skills are not well developed. This adversely affects their ability to use the appropriate technical scientific vocabulary. However, the achievement of these pupils is good

considering their very low attainment at the age of seven, as a result of the good quality teaching they have received since the age of seven. Higher-attaining pupils, however, are not always sufficiently challenged to enable them to progress at a faster rate. No significant differences between the performance of girls and boys were observed during the inspection.

91. Throughout the school the investigating strand of the subject is developed well, as teachers provide many opportunities for pupils to carry out experiments. In Year 2, pupils begin to understand the need for tests to be fair, and this is developed into Year 4 where pupils identify variables, and appreciate that only one should be changed. From an early age, pupils are encouraged to predict what will happen before investigating, and then test their theories, but pupils are not always aware of the scientific reasons for things happening, and this hinders pupils' abilities to draw generalised conclusions from their work.
92. The quality of teaching is satisfactory in Years 1 and 2 and good overall in Years 3 and 4. In Years 1 and 2 teachers have sound subject knowledge, and set pupils a satisfactory range of tasks to interest and absorb them. However, examination of planning shows that demanding enough work is not always set for the higher-attaining pupils, as all pupils are given the same task, with no further task to extend their scientific skills, knowledge and understanding. The pace of lessons is sometimes too slow, with too much time devoted to unchallenging activities; for example, Year 2 pupils spent a large part of one lesson drawing pictures of their favourite foods, which did not extend any learning, as pupils were aware of the different food groups and what constitutes a healthy meal. Opportunities for the higher-attaining pupils to do their own data collection and recording rather than make a whole-class graph were missed. This has a negative impact on pupils' learning. The development of pupils' language skills was not enhanced by the drawing activity, although this was appropriate for lower-attaining pupils.
93. The over-use of worksheets for higher-attaining pupils limits opportunities for language development, as often one-word answers are all that is required. Some very good teaching, however, was observed of the oldest pupils, where the teacher was very aware of the linguistic needs of the pupils, and paid great attention to the meaning of scientific words. This had a very positive impact on the learning for those pupils. High expectations were set of pupils' behaviour and ability, which ensured that pupils had good attitudes to the lesson and worked hard throughout the allocated time. Good opportunities were also provided for pupils to co-operate in small groups when they discussed the properties of different materials, and decided which properties were important to suit the purpose of the object. Mature discussion took place, thus enhancing the personal development of pupils. Although pupils were working at a lower than expected level, very good learning took place in this lesson because of the thoroughness of the teacher's explanations of what pupils were expected to learn, and opportunities were given for pupils to learn through actual experience.
94. There is joint co-ordination of the subject by two teachers engaged in a job-share arrangement. This works well and both teachers have clear plans for the development of the subject, although they are both newly appointed as science co-ordinators. A new scheme of work is in place, which teachers are using well to guide them with their planning. The co-ordinators have not had opportunities to monitor the quality of teaching and learning in the subject, although the teacher assessments at the end of Year 2 have been checked and compared with previous attainment. This means the co-ordinators have a clear view of attainment from year to year for pupils aged seven, but no thorough analysis has been done of pupils' learning to highlight any specific strengths and weaknesses and so inform the curriculum. A portfolio of pupils' work has been started to help teachers assess pupils' attainment, but this is as yet in the early stages of development. Sound assessment arrangements are in place, but there is insufficient use of the results of these assessments to inform planning and future learning. At present, ICT is not used to support the subject, but plans are in hand to rectify this when the new ICT suite is in full operation.

ART AND DESIGN

95. There were limited opportunities to observe lessons in the subject during the inspection and judgements are therefore also based upon a scrutiny of pupils' work and discussion with pupils and staff. Standards have been maintained since the previous inspection.

96. Standards of attainment by pupils in Year 2 and Year 4 are in line with expectations. By the end of Year 2, pupils have explored a range of ideas and investigated a variety of media. They design and sketch houses, then experiment with dough. They form it into houses that they imprint with a range of tools before painting and varnishing them. They enjoy investigating natural dyes and dyeing wool with beetroot or tea. However, manipulating strands of wool during weaving proves difficult. By the end of Year 4, pupils show confidence in colour mixing; for example, their careful observation of the number of greens in the foliage outside prompted pupils to invent names such as 'space green' or 'allsorts green'. They then mix poster paints, matching closely their observed shades and creating attractive colour charts. Language is developed as pupils fold paper by curling, spiking and spiralling. Illustration or decoration enhances much work in other areas of the curriculum; for example, pictures of insects illustrate multiplication facts and posters proclaim 'say no to bullies.' However, there is not enough concentration on skills. Work is not yet sufficiently influenced by the study of a wide range of artists from diverse cultures. When there is this stimulation, standards are higher. After a study of William Morris, pupils experimented with design. They then drew on polystyrene and produced very pleasing monochrome prints. They identified areas for improvement and explained their preferences and successes. However, there is little evidence to show that information and communication technology is being used for research or to stimulate ideas to raise standards further.
97. It is not possible to make an overall judgement about teaching and learning because of lack of opportunities to observe lessons. In a Year 4 lesson, teaching and learning were good because the teacher had worked so hard to collect together an impressive number of interesting objects such as baskets made of differing materials to illustrate the weaving process. These stimulated pupils to work hard. Using a viewing frame, pupils studied closely a small area of their object before discussing the effect with their partners and sketching the weave. They then successfully completed paper-weaving activities to consolidate their learning. Sketchbooks are used insufficiently to help pupils investigate techniques and develop skills or ideas. From the evidence of the work seen all pupils, including those with special educational needs, make progress in line with their abilities.
98. The leadership and management of art and design are satisfactory. The co-ordinator is aware that the present curriculum is not proving entirely satisfactory. Staff perceive that there is too much theory. New schemes of work are in hand which will combine some of the present curriculum with a skills-based scheme recommended by an external consultant, but still incorporating the National Curriculum. The policy is also being updated and these initiatives, combined with re-organisation of the sufficient resources, should help to move the subject forward. An arts week is planned to raise the profile of creativity. Pupils have in the past benefited from working alongside a sculptor in school. The resulting mobiles, carefully cut out of metal and soldered together, show a good development of skills. The contribution of the subject to pupils' cultural development is satisfactory. At present, there are few opportunities to observe craftspeople at work and to look at the skills of artists displayed in galleries. There are few examples of the work of artists from around the world to promote pupils' cultural development.

DESIGN AND TECHNOLOGY

99. There were limited opportunities to observe lessons in the subject during the inspection and judgements are therefore also based upon a scrutiny of pupils' work and discussion with pupils and staff. Standards have been maintained since the previous inspection.
100. Standards of attainment for pupils in Year 2 and Year 4 are in line with expectations. The youngest pupils explore a wide range of materials, selecting those they want to use then discussing how to put their ideas into practice. They talk about their work with the teacher and each other and join materials in a number of ways; for example with glue, adhesive tape or split pins. They compile a booklet about levers and pivots and start to understand how their toys operate as they design and make a parrot with moving parts. Standards of attainment in literacy and numeracy are reinforced for pupils in Years 3 and 4 as they learn to measure carefully, look at shapes and identify improvement to their products. They have to think sequentially when designing packaging. They study the construction of existing packaging and draw careful nets based on their observations. This leads to the design of pupils' own packaging to hold a present

for a family member. They consider how to make their box less likely to squash and choose materials to decorate it before evaluating the finished product.

101. Year 4 pupils learn to solve problems and to be selective with materials, choosing those most appropriate for the task. They identify and carry out improvements to their work; for example, when designing and making an Easter egg holder they chose double-sided tape as the best joining agent. They realised that there was a better chance of combining parts if they were cut out carefully to fit together well. Pupils with special educational needs achieved appropriately. However, ICT is insufficiently used in the subject.
102. In the one lesson seen, teaching was good and pupils achieved well. Pupils learned well because the teacher prepared them carefully to design and make money containers. They discussed the properties of many materials and looked at the good display of purses, bags and wallets, noting the choice of fastenings. They named poppers, Velcro, buttons and safety pins, recognising the strengths and limitations of each. 'I'm going to use a button as a fake fastener to trick my dad when I make him a wallet' said one perceptive pupil, recognising that money could fall out of the side of the wallet without additional closure. Encouragement for healthy eating is reinforced by food technology. Pupils already look at fruit and vegetables in class, they learn about food groups and how to select a balanced diet. They name and use simple tools to prepare food. Pupils speak with enthusiasm about following recipes to make Easter biscuits and peppermint creams.
103. Leadership and management of the subject are satisfactory. The new co-ordinator is very aware that there is room for improvement and has compiled a realistic development plan. This includes updating her own skills and knowledge as well as reviewing and re-writing some documentation including assessment opportunities. She has not yet had time to observe teaching or monitor teachers' planning. The curriculum is satisfactory and includes all areas of the subject, and there are sufficient resources to support teaching and learning.

GEOGRAPHY

104. Standards achieved by pupils in Year 2 and Year 4 are in line with expectations, as they were at the time of the last inspection. Pupils' achievement in Years 1 and 2, including those with special educational needs, is satisfactory in both the development of their geographical skills, and knowledge of the world; for example, pupils are developing their early mapping skills well when they examine simple routes around Cheddar, and are becoming well aware of where they live. They also compare and contrast the local area with an island environment. They learn about other parts of the world when they discuss, "Where in the world is Barnaby Bear?" and examine world maps to find places such as Australia. Good use is made of the school's links with Jamaica to heighten pupils' awareness of lives in another part of the world less developed than their own. This link also supports pupils' personal development as pupils appreciate the needs of children in a less privileged situation.
105. The early mapping skills pupils learn in Years 1 and 2 are further developed in Years 3 and 4 when pupils extend their knowledge of simple maps and plans to looking at Ordnance Survey maps and interpreting signs and symbols used in keys. Pupils also learn to find given points on a map by using four-figure references. As pupils get older, they use reference books to enhance their learning about the Amazonian rainforest, and effectively compare and contrast different parts of the world. Pupils are therefore making satisfactory progress in their understanding of the world, and progressively developing specific geographical skills as they get older.
106. Only one lesson was observed during the inspection, but scrutiny of the work pupils have completed, and discussion with pupils and teachers, indicate that the quality of teaching overall is satisfactory. Good opportunities are given for pupils to develop their skills through visits to the local area and places of interest. This brings the subject alive, and is particularly relevant to enable younger pupils to learn through actual experience. Pupils are set interesting tasks, but time is not always well spent, as there is much evidence of colouring in maps. This was confirmed in the one lesson seen where the emphasis was on presentation where pupils were encouraged to draw 'super drawings', rather than extend their knowledge and understanding. There is a lack of challenge set for higher-attaining pupils as all pupils are set the same task. There is an over-emphasis on the use of worksheets, and this restricts learning.

107. The subject is satisfactorily led, although limited opportunities are provided for the management of the subject. There has been little recent monitoring of the quality of teaching and learning in the subject, and whether standards are high enough. The new scheme of work is used well by teachers to support their planning, which is an improvement since the last inspection. There is now a well-defined cycle of activities to ensure that all the elements of the subject are covered, and that skills are progressively developed. The subject policy has been recently updated and gives a clear outline for the subject. Teachers assess pupils' attainment continuously through the year against the requirements of the National Curriculum after each unit of work, and this gives an indication of the level pupils are attaining, but these results are not used to inform future learning. There is no use of ICT at present, but the co-ordinator is aware of this deficiency. The school has a recently enlarged supply of up-to-date maps, and this enhances the learning opportunities for pupils.

HISTORY

108. Standards achieved by pupils in Year 2 and Year 4 are in line with expectations, and standards have been maintained since the last inspection. From an early age, pupils develop their historical skills well; for example, pupils in Year 1 investigate the difference between old and modern toys, and pupils in Year 2 look at the differences between old and new houses. They recognise the differences and sequence pictures in the correct order. Year 3 pupils compare and contrast life in Victorian times with the present day, while pupils in Year 4 develop a time line highlighting the main historical eras they have studied. In this way pupils develop a good sense of chronology as they get older. Pupils are also given a range of sources of evidence to examine to inform them about life in the past. This makes them very aware of how we find out about historical events. Pupils' achievement throughout the school, including those with special educational needs, is satisfactory.
109. Only one lesson was observed during the inspection, but this, and scrutiny of the work pupils have completed, indicate that teaching overall is satisfactory. There were many very good features in the one lesson observed, where pupils demonstrated a real interest in the way archaeologists find out about the past, as a direct result of the infectious enthusiasm of the teacher. This meant the pupils were very anxious to learn. Good opportunities are given for pupils to use a range of resources to find out evidence, and also develop their literacy skills when handling non-fiction books. Pupils in Year 4 use their previous knowledge well to draw conclusions from the evidence seen, thus enhancing their knowledge and understanding of the way the Saxons lived. The oldest pupils use an historical setting well for extended pieces of writing, so enhancing pupils' literacy skills. There is, however, a great reliance on the use of duplicated worksheets in other classes, rather than allowing pupils to handle artefacts, and some of the worksheets are inappropriate, as the pupils have no actual experience to draw on; for example, pupils in Year 2 were asked to date a range of different swimwear, with very limited knowledge of the past to inform their decisions. The younger pupils also waste time in undemanding activities such as colouring in. Very good opportunities are given for pupils to learn through actual experience when they visit local museums and places of interest. These visits greatly enhance the learning opportunities for all pupils.
110. The school has adopted a new scheme of work that provides a clear structure for teachers to plan lessons, so that skills are progressively developed. This is an improvement since the last inspection. Assessment procedures are in place to monitor pupils' progress, but this information is not used to inform future learning. The policy is old and out-of-date, but the co-ordinator has plans to rectify this shortly. The co-ordinator has very recently been appointed, so has had no opportunities to have any impact on standards in the subject. Teachers' planning is examined to ensure correct coverage of the subject, but there has been no recent monitoring of teaching and learning. Artefacts borrowed from the local museum loan service enhance the school's resources, but the co-ordinator is aware that there is a need for the school to possess more artefacts of its own for the pupils to handle. The use of ICT is underdeveloped, although some pupils do use the Internet to research topics at home.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Standards achieved by pupils in Year 2 are in line with expectations. Standards achieved by pupils in Year 4 are below expectations. This is because not enough time has been allocated to teaching this subject, and because of accommodation and resource difficulties. Standards overall are not as good as they were at the time of the last inspection. The school now has a purpose built ICT suite with sixteen computers and much work has taken place to improve the planned provision for this subject. However, at the time of the inspection, the new computer suite was not in use as the school was waiting for furniture and further equipment to be delivered. During the inspection, only two infant classes were teaching the subject and no lessons for older pupils were observed. Not every class had an ICT lesson currently identified on the class timetable. However, planning indicates that there was appropriate coverage of the subject during the preceding year.
112. In Year 2, pupils change the font for some word processing work and have a good knowledge of the keyboard. They use the shift key, caps lock and highlight blocks of work that they want to

change. They have used the computers to produce Mother's Day cards. However, there was very little use of ICT in other subjects across the curriculum. In Year 4, pupils designed and produced topic cover pages on the computer and some of the older pupils explained how to use a programmable toy. They use the computer for word processing and produce block graphs in mathematics.

113. In the infant classes, the quality of teaching is good. Teachers were working in a very cramped space with all pupils around one computer; they highlighted the appropriate vocabulary well, kept the interest and involvement of all pupils through appropriate questioning and provided opportunities for all the class to practise what had been taught at another time during the week.
114. The subject leader is providing good leadership. She has a clear perception of what still needs to be done to ensure that pupils' learning is effective. Strategic development for the subject is good. There is a good development plan for the subject to ensure that teachers have training so they can teach information and communication technology skills effectively. Some training for teaching staff has already taken place. Good systems for recording pupils' progress and for them to record their own progress have been prepared, but they are not yet in use. The school has worked hard to provide very good new facilities and is well aware of the need to start using this new provision.

MUSIC

115. Standards achieved by pupils in Year 2 and Year 4 are in line with expectations. Standards have been maintained since the last inspection.
116. In one satisfactory lesson observed in Year 1, pupils learned about the sounds that different instruments make. Good, open-ended questioning helped pupils to successfully recognise and explore ways in which sounds can be made and altered. However, the pace of the lesson quickly slowed, pupils became restless and this inhibited effective learning.
117. In one good Year 2 lesson observed, clear planning and learning objectives shared with pupils ensured that pupils were clear about what was to be achieved in a lesson combining sounds using percussion instruments and they achieved well. The class teacher demonstrated high expectations by insisting upon creating a good quality sound with a correct beat and to which pupils effectively responded. Effective class management ensured that the available instruments were successfully shared and that all pupils took part.
118. A particularly successful lesson in Year 4 was focused upon the control of sound, getting louder and then becoming quiet. Again, the class teacher's high expectations and her insistence upon creating a good quality sound ensured that the whole class performance was of high quality, and with which pupils were pleased. Pupils' attention and behaviour were very good. The class teacher's own enthusiasm and determination made this lesson an overall success which led to good learning.
119. Overall, the quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 and 4. Planning indicates that provision throughout the school is satisfactory overall. Teachers' expertise is enhanced by a commercial scheme and the use of nationally recommended guidelines for the subject. However, timetables indicate that the time regularly spent on music each week is unduly variable throughout the school; for example, only thirty minutes weekly are allotted to Year 1. This reduced time has a negative effect upon pupils' progress and standards achieved. However, there are times in the school year when provision is increased; for example, during participation in school concerts and music festivals.
120. Little singing was heard in the school during the inspection and opportunities are often missed for singing and musical appreciation during assemblies. Opportunities are also missed to enhance pupils' understanding of culture, other than their own, through music. Older pupils are given the opportunity to play the recorder in Years 3 and 4, and pupils sometimes play recorders during assemblies and school events. There are good opportunities also available for pupils to receive instrumental music tuition in a range of instruments, including brass, woodwind, keyboard and

strings. These opportunities also successfully enhance pupils' attainment in the subject. The subject is satisfactorily co-ordinated and monitored.

PHYSICAL EDUCATION

121. Standards achieved by pupils in Year 2 and Year 4 are in line with expectations. Standards have been maintained since the last inspection. The school has worked hard to maintain reasonable provision despite accommodation difficulties during the previous year; for example, it has made regular use of a local leisure centre.
122. Pupils in Years 1 and 2 understand that it is important to prepare carefully for physical activity. As one pupil observed, his “muscles needed a warm up so they could stretch.” In gymnastics, pupils practise curling, twisting and rocking before combining their movements in a short sequence. They travel across the floor at different levels, then discover interesting points of balance. Pupils in Year 4 acquire the basic skills needed to play a number of games. They catch a rugby ball, passing it along a line of three pupils with some accuracy. They show close control of a ball in uni-hoc, dribbling around skittles before shooting. Some pupils refine their performance as a result of watching their peers closely. However, opportunities are missed for pupils to evaluate these demonstrations and suggest improvements.
123. The school reports that pupils achieve in line with national expectations in swimming, although swimming was not observed during the inspection. Pupils benefit from lessons taken by instructors at the local leisure centre who assess them at the beginning and end of each block of lessons. Attainment for pupils with special educational needs is at least satisfactory and sometimes good. This is because the school recognises the additional physical needs of a small number of pupils; for example, some pupils are well supported in additional programmes of activity as advised by outside agencies. The development of pupils’ skills is sometimes hindered by the quality of some resources; for example, teachers are understandably reluctant to use the old and fraying mats. The school is well aware of the need to renew some resources once it has settled into the new building and fully assessed its priorities.
124. Teaching and learning are satisfactory overall. Lessons are sometimes good or very good for pupils in Years 2 and 4. All adults lead by example; they change clothing for the lesson and expect pupils also to be in the correct clothing. Most teachers show confidence in the subject, sharing their enthusiasm and contributing to good demonstrations. Pupils look forward to their lessons; they listen well to instructions and try hard. Teachers manage pupils well and behaviour is good. This means little time is lost. It is to the credit of teachers that through their good planning, and the willingness of volunteers, large numbers of pupils regularly walk to the local leisure centre to make use of the facilities. High regard is paid to health and safety and this has helped maintain the progress pupils make. Where teaching is at its best, there is good pace and purpose to the lesson. In a Year 2 lesson, a brisk warm up helped pupils realise that exercise made their hearts beat faster. Very good use of pupils to demonstrate, helped pupils identify difficulties. “It’s hard to balance on your knees because you haven’t got any corners”, one pupil observed! Where learning is less effective, teaching often does not provide sufficient opportunities for vigorous exercise.
125. Leadership and management of the subject are good. It has been very difficult to maintain satisfactory standards without a hall or playground. However, the school has made very good use of community facilities to ensure that all pupils receive at least some physical activity each week. This has contributed well to good social development. The co-ordinator is knowledgeable and is therefore able to support staff with less experience and expertise. She has rightly identified new resources and the re-establishment of games clubs as priorities and has recently re-written the policy. The subject curriculum has understandably been narrow over the last year, restricting particularly opportunities for dance and outdoor and adventurous activities.

RELIGIOUS EDUCATION

126. Standards achieved by pupils in Year 2 are in line with the requirements of the locally agreed syllabus. Standards achieved by pupils in Year 4 are below the requirements of the locally agreed syllabus. Standards have been broadly maintained since the last inspection. There was very little written or recorded evidence for the subject available. Present planning indicates that not enough time is allocated to this subject across the school. Information and communication technology is little used in the subject.

127. The quality of teaching in the two lessons observed was good in Year 2 and satisfactory in Year 4. The teaching in assembly makes a good contribution to moral and spiritual development. In Year 2, skilful questioning developed pupils' thinking about choices and linked well to the assembly theme of 'Choices'. In Year 4, only a few pupils knew the Lord's Prayer well. Skilful questioning developed pupils' understanding, but the introduction to the lesson was very long and most pupils found it difficult to maintain concentration and were anxious to get on with something themselves.
128. In discussions with some of the older pupils, they were able to talk confidently about Jesus and the main events in his life and knew that he had twelve disciples. They also knew of the stories of Joseph, Jonah and Daniel, had been involved in writing prayers and knew the school blessing. There is a collection of prayers that the pupils have written in their own time that is used in Assembly. Pupils have visited the church and described how school events had been held in the church. Some pupils have limited knowledge of other religions.
129. The subject leader gives good guidance in terms of the planned curriculum. She works closely with the partner Middle School to ensure continuity and progression for pupils' learning. There is a common format for planning and the subject leader supports teaching when requested. The school recognises that, at present, resources are insufficient to support teaching and learning, and particularly to promote the understanding of other cultures and faiths.