

INSPECTION REPORT

Bradworthy County Primary School
Bradworthy

LEA Area: Devon

Unique Reference Number: 113136

Inspection Number: 182698

Headteacher: Richard Stephenson

Reporting inspector: Terry Mortimer

Dates of inspection: 1 - 3 November 1999

Under OFSTED contract number: 707203

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

Type of control: County

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Bradworthy
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North Devon
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Appropriate authority: Governing body

Name of Chair of Governors: Laurie Cook

Date of previous inspection: March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Terry Mortimer, RgI	Mathematics Science Information technology History Music Religious education Under-fives	Attainment and progress Attitudes, behaviour and personal development Teaching Leadership and management Efficiency
Glynis Tyrrell, Lay Inspector		Attendance Partnership with parents and the community Support, guidance and pupils'
Tony Clarke	English Design and technology Geography Art Physical education Special educational needs	Curriculum and assessment Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- Throughout the school, the overall quality of education is good.
- The overall quality of teaching is good; this has a positive effect upon pupils' self-confidence and on their overall progress.
- Pupils are polite. They have positive attitudes to learning. Behaviour is very good. Pupils' relationships with each other, with all adults and their personal development are also good.
- The school is effective in the implementation of the numeracy and literacy strategies.
- Many pupils participate in the wide range of extra-curricular activities which the school provides.
- The school has a good, balanced curriculum and good assessment procedures which help teachers planning work and play an important part in the overall attainment and progress of pupils.
- The collegiate manner of managing and planning in the school has proved to be successful. Teachers' planning is more focused and this has helped to secure the quality of teaching at the good level that it has reached.
- Good leadership is provided by the headteacher. He is very well supported by the Key Stage 1 coordinator/senior teacher, subject co-ordinators and the governing body who share a common sense of purpose and a commitment to school improvement.
- The school ensures very good provision for the pupils' moral and social development and good provision for their spiritual development.
- Resources for information technology are used well both in the school and in the community.
- The school has a positive ethos for learning.

Where the school has weaknesses

- I. The school does not provide the Desirable Learning Outcomes for under-fives, including the provision of a safe, secure outdoor play area.
- II. The school accommodation is cramped and there is a lack of storage space for resources which restricts quality, accessibility and quantity.
- III. There is a lack of resources and artefacts in humanities, design and technology and religious education.

The strengths of the school decidedly outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection the school has made tremendous progress on the issues identified. The school has developed a whole-school policy for assessment, developing good procedures and practice to ensure that assessment informs teachers' planning and provision for all pupils. The school has prepared schemes of work for each subject, taking on and adapting schemes from Qualifications and Curriculum Authority to meet the needs of the pupils. As a result of the development of a computer suite and the adopted scheme of work, the standards of information technology have been improved. Policies on attendance, health and safety and security have been written and action taken in the subsequent areas. The quality of the pupils' annual report to parents is now good. The governing body has a strategy of monitoring the effectiveness of financial decisions, including a list of governor responsibilities. The school has set itself some targets that are realistic and it is judged to be well placed to continue its improvement.

Standards in subjects

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

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

The above table shows that in 1999 at the time of the national tests, pupils at Key Stage 2 were achieving well above the average of all schools in English, above average in mathematics and average in science. This was when compared to all schools and to similar schools. These national test scores for 1999 show an improvement over those of 1998. There has been a 25 per cent increase in all core subjects at Key Stage 2 over the past three years. Inspection evidence indicates that standards achieved in English and science are solidly in line with the national average, whilst standards in mathematics are above the national average. Standards in information technology at the end of Key Stage 2 are in line with the national expectation. Standards in religious education are in line with those expected in the locally agreed syllabus. Standards in music are above those expected for pupils of their age. In all other subjects pupils are achieving as expected for their age and progress is satisfactory.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	None Seen	Good	Good
Mathematics	None Seen	Good	Good
Science	None Seen	Satisfactory	Satisfactory
Information technology	None Seen	Satisfactory	Satisfactory
Religious education	None Seen	Good	None Seen
Other subjects	None Seen	Satisfactory	Satisfactory

Overall, the quality of teaching is good throughout the school, although it varies between satisfactory and very good. Teaching is good overall throughout Key Stage 1, with good teaching in English and mathematics. The quality of teaching is good overall, at Key Stage 2, ranging from satisfactory to very good. Across the school in 100 per cent of the lessons observed, teaching was satisfactory or better, being very good in 11 per cent, and good in 41 per cent. Factors contributing to the most successful teaching are clear learning objectives, which are appreciated by the pupils, so that teachers and pupils share a sense of purpose and are aware of the progress being made. In the best of lessons, planning is good, behaviour management consistent and teachers have high expectations of what pupils can achieve and raise challenges for them, including the higher attainers. Planning consistently identifies the learning objectives for lessons. The implementation of the literacy and numeracy hour has had a positive effect in raising the quality of teaching in English and mathematics. In the other subjects the teaching of music was consistently very good, and the teaching of physical education was good. Another positive factor affecting the quality of teaching is that in the past two years there has been a complete change of teaching staff including the headteacher.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils' behaviour in class and around the school is consistently very good. Pupils know what is expected of them and they respond very positively. Pupils have good attitudes to learning. Relationships between everyone in the school are very good. Staff are considered very good role models for the pupils.
Attendance	Attendance is good. The school has no unauthorised absences. This helps contribute to the good progress the pupils are making. There is occasionally some time slippage between lessons.
Ethos*	The school has a good ethos for learning. Pupils are willing to work. All staff are committed to continually raising levels of attainment. Throughout the school attitudes, behaviour, relationships and personal development of the pupils with each other and with all adults are very good.
Leadership and management	Good. There is clear, purposeful educational direction and good management. The leadership by the headteacher is good and the senior management team, staff and the governing body very well support him. The governing body is reasonably new in place and is young in its role of monitoring. Plans and timetable of monitoring have already been put in place.
Curriculum	The curriculum for the under-fives is not planned or matched to the Desirable Learning Outcomes due to lack of space. The National Curriculum for Key Stages 1 and 2 is broad, balanced and relevant. Assessment procedures are good and use of assessment on a day-to-day basis to inform planning to meet the needs of the pupils is good. All the core subjects are targeted successfully.
Pupils with special educational needs	The provision is good. Satisfactory progress is made throughout the school.
Spiritual, moral, social & cultural development	Overall the provision is good. There is very good provision for pupils' moral and social development, which is a strength of the school. Spiritual development is good and cultural development is satisfactory.
Staffing, resources and accommodation	The school has a good team of teachers and support staff. Resources are adequate overall, although they are unsatisfactory in the humanities, design and technology, and religious education. Resources for information technology are good. The school makes every effort to ensure access to the full National Curriculum despite the limited accommodation, which has a negative effect upon resources and the storage of them.
Value for money	Taking into account the good teaching, good standards of education and despite the high pupil cost, the school provides good value for money.

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

The parents' views of the school

What most parents like about the school

IV.School enables pupils to achieve a good standard of work.

V.The way school helps the young children from playgroup to integrate into the school.

VI.School encourages pupils to get involved in more than just daily lessons.

VII.School encourages parents to get involved in the life of the school and they find it easy to approach school with problems or questions.

VIII.Behaviour is good and pupils enjoy coming to school.

What some parents are not happy about

The inspection team agrees totally with the positive aspects mentioned above.

KEY ISSUES FOR ACTION

The school has improved much since the last inspection. To develop further and build upon the school's good ethos, good standards of behaviour and the positive attitudes of pupils, the headteacher, staff and governors should:

a) Raise standards in the under-fives by:

-) providing facilities to allow planning to the Desirable Learning Outcomes; (see paragraph 87)
-) providing large wheeled vehicles for gross motor play; (see paragraph 94)
-) providing safe secure outdoor play area. (see paragraphs 75 and 94)

a) Investigate and develop ways to increase the school accommodation in order to improve the quality, accessibility and quantity of resources by increasing storage space. (see paragraphs 75 and 76)

b) Raise the level of resources and artefacts in humanities, design and technology and religious education by a planned process. (see paragraphs 76, 144 and 164)

The following minor issues for improvement should also be considered for improvement. The role of the subject coordinators should continue to be developed along the lines already planned in the school development plan (see paragraph 42), and further efforts to enhance cultural development (see paragraph 49).

c)

INTRODUCTION

c) **Characteristics of the school**

1. Bradworthy County Primary School is a slightly smaller than average sized primary school situated in Bradworthy, Holsworthy in North Devon. The school was originally built in 1872 and remodelled in 1985 and now houses four modern classrooms and a central teaching area, which contains the computer suite.
2. There are 111 full-time pupils on the school roll, 53 girls and 58 boys. The majority of children live within the village and surrounding districts but 20 per cent of the pupils are transported in from outlying areas. The school generally serves the catchment of Bradworthy. Numbers have risen since the last inspection, some of this due to the nature of the housing situation and the popularity of the school.
3. The number of pupils entitled to free school meals is below the national average at 8.1 per cent. There are no pupils from minority ethnic communities, which is similar to approximately 44 per cent of schools nationally. There are 25.22 per cent of pupils on the schools register of special educational needs, which is slightly above that found nationally. Two pupils have a Statement of Special Educational Need, which is broadly the average for the local education authority and nationally.
4. Children are admitted to the school's early years class with generally below average standards of attainment in basic skills. At the time of the inspection there were no pupils in the early years class under five years of age.
5. The school was last inspected in March 1996. Several key issues were identified to improve further the standards of pupils' work, and the quality of education; these included: developing a whole-school policy for assessment; preparing schemes of work for each subject; raising the standards of information technology; developing policies for health, safety and security; improving the pupils' annual report to parents; and developing a strategy for the monitoring of the effectiveness of financial decisions.
6. The school has set the following targets for this year:
 - to develop closer links between school and playgroup to ensure a smoother, more natural transition from one to the other;
 - to continue to develop the children's knowledge of and access to non-fiction texts and research materials for more independent learning;
 - to raise standards of spelling across the school.

· **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999 (98)	10 (8)	12 (5)	22 (13)

· National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	9 (5)	10 (4)	9 (5)
	Girls	10 (4)	11 (4)	10 (3)
	Total	19 (9)	21 (8)	19 (8)
Percentage at NC Level 2 or above	School	86 (69)	95 (62)	86 (62)
	National	82 (80)	83 (81)	87 (84)

· Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10 (5)	9 (6)	9 (6)
	Girls	11 (4)	10 (4)	11 (5)
	Total	21 (9)	19 (10)	20 (11)
Percentage at NC Level 2 or above	School	95 (69)	86 (77)	91 (85)
	National	82 (81)	86 (85)	87 (86)

¹ Percentages in parenthesis refer to the year before the latest reporting year.

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999 (98)	9 (8)	11 (6)	20 (14)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7 (3)	7 (4)	8 (6)
	Girls	10 (5)	9 (4)	9 (5)
	Total	17 (8)	16 (8)	17 (11)
Percentage at NC Level 4 or above	School	85 (53)	80 (53)	85 (73)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7 (3)	8 (3)	8 (7)
	Girls	9 (6)	9 (4)	9 (6)
	Total	16 (9)	17 (7)	17 (13)
Percentage at NC Level 4 or above	School	80 (60)	85 (50)	85 (87)
	National	68 (65)	69 (64)	75 (72)

Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	3.3
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

² Percentages in parenthesis refer to the year before the latest reporting year.

Quality of teaching

Percentage of teaching observed which is: %

Very good or better	11
Satisfactory or better	100
Less than satisfactory	0

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PART A: ASPECTS OF THE SCHOOL

· EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

· Attainment and progress

1. Children start school in the reception class in the year in which they are four, initially on a part-time basis. Children enter the reception with a range of skills and knowledge that are variable, with language and literacy, speaking and listening and mathematical skills which are below average. The reception class provides a secure and caring environment, and children enjoy coming to school. On entry to full-time compulsory education the attainment of most children in all areas of learning is still below that expected for their age especially in the areas of language and literacy, speaking and listening. By the time they leave the school at the end of Year 6, inspection evidence indicates that most pupils are achieving standards that are average in the core subjects of English, mathematics and science.
2. Children under the age of five follow a curriculum that is loosely based upon the required six areas of learning: personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development. The school is unable to follow the recommended areas fully as it does not have enough space or resources to provide for all areas of learning. The reception is poorly resourced for the full range of structured play activities including a secure outdoor play area, sand and water activities, and a range of large and small construction equipment. However, the teacher of children under five plans carefully within the resources that she has for each individual child. Activities are carefully structured for language development, social and personal development, and to support specific aspects of other areas of learning. These children settle into school quickly and make good progress in learning to follow instructions, sharing and listening attentively. They gain in confidence in the reception class and experience the use of different materials and tools and developing the ability to work cooperatively.
3. Since the school was last inspected the standards of attainment have risen. The trend of results from 1996 to 1999 is upwards although it shows more variability at Key Stage 2 where standards dropped in science and mathematics in 1998. This progress is not fully reflected in the results of the most recent national tests. Results were above the national average at the end of Key Stage 1 in writing and in line with the national average in reading and mathematics tests. The number of pupils who achieved the national standard at Key Stage 2 was well above the national average in English, above in mathematics and in line in science. The number of pupils achieving the higher Level 5 was well above the national average in English and average in science and mathematics. By the end of Key Stage 2 pupils' test results were well above average in English, above in mathematics and average in science when compared to similar schools.
4. Inspection evidence confirms the progress that the school is making in raising pupils' attainment in these three subjects particularly. Standards in English, mathematics and science are in line with that found nationally at the end Key Stage 1. Standards in mathematics are above that found nationally and in English and science they are in line at Key Stage 2 at this time of the year. In all three subjects there is a minority of pupils who achieve higher than this. In all three subjects there are significant differences between boys and girls with the girls achieving consistently higher.
5. In information technology pupils attain national expectations at the end of Key Stage 1 and Key Stage 2 and in religious education they achieve targets identified in the local authority agreed syllabus at the ages of seven and 11. Standards in all other subjects are as expected for pupils

aged seven and 11, except in music at both key stages where pupils achieve beyond that expected for their age.

6. Pupils with special educational needs receive good support which enables them to access the curriculum at the relevant level and ensures that they make good progress towards targets identified in their individual education plans. All pupils with special educational needs have appropriate individual education plans.
7. Pupils' attainment in English is indicated to be average by the end of Key Stage 1, with many pupils achieving above this. At the end of Key Stage 2 attainment is at present average, and if current progress is maintained, a number of pupils are in line to attain levels that are above average.
8. The school has improved upon the standards of English identified in the last inspection. Standards of speaking and listening are average overall. Key Stage 1 pupils are not confident at speaking in the early years of the key stage but through the good progress they make pupils become more confident in communicating their ideas to each other, with many using specialised language. Key Stage 2 pupils are much more confident communicators, varying the content, expression and style of their language to match the activity. Pupils with special educational needs are encouraged to take a full part in all aspects of literacy sessions and their speaking and listening skills are developed well in relation to their previous attainment.
9. Attainment in reading is generally average at the end of Key Stage 1 and pupils make satisfactory progress. The school has responded well to the need identified in the last inspection for assessment to inform planning. Close attention to the requirements of reading and very thorough use of these assessments has had a very positive affect upon attainment and progress. In Key Stage 1, younger pupils are able to sequence a story and identify characters. By Year 2, pupils engaged in whole class or group reading show that they can respond to text, identify likes and dislikes and refer to sections of the text to support their ideas, as when sharing the reading of Fussy Freda in the literacy hour. By the end of Key Stage 2, pupils read from a range of fiction and non-fiction texts and are able to make predictions from what has been read and can identify sections of the text to support their ideas. Some of the most able pupils have begun to address the higher Level 5 skills in their reading.
10. Standards of attainment in writing are average at the end of Key Stage 1 and pupils make good progress. The school has made significant progress in dealing with the need identified in the last inspection to develop writing skills. By the end of Key Stage 1, pupils use capital letters and full stops accurately, show sequenced development of simple ideas, and are able to write for a variety of purposes. Most pupils are also able to write in a joined up style by the end of this key stage. Pupils make appropriate use of spelling books, word banks and dictionaries to help them with the meaning and spelling of unknown words. By the end of Key Stage 2 overall attainment in writing is average with some pupils attaining standards well above average. Pupils use adjectives and adverbs with confidence, for example when creating similes and metaphors in poetry work. During the key stage pupils extend their range of formal and informal writing, for example they collaborate to write newspaper articles and prepare layouts. Pupils are able to vary the styles and language used according to the purpose and features of punctuation such as paragraphs and speech marks are used with accuracy. Only a few of the more able pupils develop stories beyond the chronological recording of events. Pupils' handwriting is generally fluent and most use joined script. In both key stages suitable attention is paid to the use of homework to support individual development.
11. In mathematics, pupils build upon the good start in reception and most are on target to achieve the expected levels by the end of Key Stage 1. Throughout Key Stage 1 pupils make satisfactory progress and in Key Stage 2, pupils make good progress. For example, the

youngest pupils in Key Stage 1 count confidently, understand the operations of addition and subtraction, and add and subtract single digit figures on paper and mentally. They learn about place value and know the difference between odd and even numbers. In Year 2 they use these number facts and multiplication operations to solve problems. Pupils' competence in working with numbers is developed effectively as they progress through the school. They develop mental strategies for increasingly complex calculations and apply their computational skills and understanding of numbers widely to subjects such as science. The regular practice of mental mathematics skills throughout the school is a major contributory factor to the improved standards. Key Stage 1 pupils measure using standard and non-standard units and discuss the properties of three-dimensional shapes. Skills and knowledge are extended significantly in Key Stage 2. The oldest pupils work with large numbers and mentally calculate in fractions and percentages. They apply their knowledge of number to investigations in science and to work in subjects such as geography and history. Pupils calculate the area of squares and rectangles accurately. Their understanding of shapes and probability is particularly good.

12. By the end of Key Stage 1 pupils' attainment in science is average and pupils make satisfactory progress. By the end of Key Stage 2 pupils have made satisfactory progress and are average. The majority of pupils in Key Stage 1 use the terms push and pull in correct context and can record their findings appropriately. They record their work systematically, use appropriate science vocabulary and sort a range of animals by the number of legs they have, for example, none, two, four, six or eight. At Key Stage 2 pupils identify magnetism as a force, use the terms repel and attract correctly, suggest their own investigations to test the strength of a magnet and are aware of why a test must be fair. At the end of the key stage pupils trace food through the digestive system using correct vocabulary, know that muscles need more oxygen during exercise and that this results in the production of more carbon dioxide. Higher achieving pupils devise their own investigation into the effect of different types of exercise and changes of heart rate.
13. At the end of Key Stage 1 and Key Stage 2 pupils' achievement in information technology is in line with national expectations. Since the last inspection the school has responded very positively to the increased status of the subject from a foundation to a core, with information technology forming a significant part of the school development plan. Pupils' progress is satisfactory throughout the school. At the end of Key Stage 1 pupils use appropriate vocabulary, for example, icon, text and file. Pupils in Key Stage 1 have basic keyboard and mouse skills. They program a 'Roamer' enter text, save and retrieve their work, use the mouse confidently, create simple graphs from data and use a graphics program. By the end of Key Stage 2 pupils use a word processor to, for example, write a prayer and create a simple newspaper. They use a wide range of graphics 'tools' to create pictures, produce pie charts from data, question databases, create geometric shapes using 'Logo' and use the CD-ROM for information gathering as well as the Internet.
14. Pupils attain standards which are in line with targets set out in the local authority agreed syllabus for religious education at the end of Key Stage 1 and Key Stage 2 and make satisfactory progress at both key stages. In Key Stage 1 pupils think about experiences which are joyful and painful. They consider times when they have been frightened or upset. In Key Stage 2 older pupils think about ceremonies of initiation in different religions and the associated naming rituals.
15. At Key Stage 1 and Key Stage 2, the work seen in the non-core subjects of art, geography, history and physical education is about what is expected of pupils of this age. In music the work seen is above that expected for both key stages. Inspection evidence indicates that pupils make generally satisfactory progress in these subjects. At the end of Key Stage 2 pupils achieve what is expected nationally in swimming.

16. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. Progress is well documented and monitored through the half-termly reviews of pupils' individual education plans. Work is well matched to their needs and there is good support in the classrooms.
17. Higher attaining pupils are making satisfactory progress. This is being addressed through the extension groups, which have been developed since the last inspection. Clearer detail in the recently introduced schemes of work and a sound overall curriculum plan improve teachers' planning and enable them to provide tasks that match the full range of pupils' capabilities.
18. Pupils' standards in literacy are average at Key Stage 1 and 2. Pupils use literacy well across the curriculum to support other subjects such as history, geography and design and technology.
19. Pupils' standards in numeracy are above average at Key Stage 2 and average at Key Stage 1. Most pupils are able to use numbers appropriately and recall number facts in work across the curriculum. Across the school pupils use their mathematical skills appropriately to support their learning in other subjects such as science, history and information technology.
20. Pupils' capabilities in information technology are satisfactory and they use it to positive effect in other subjects such as English, mathematics, science and art. At the end of both key stages there is a significant difference between boys and girls in levels of attainment, which has been examined and strategies have been developed to deal with this.

26.

Attitudes, behaviour and personal development

21. The school has successfully maintained the positive attitudes and good behaviour reported in the last inspection. Pupils develop a good work ethic whilst at school, which parents value. The atmosphere in most lessons is purposeful and pupils work well individually, in pairs and collectively when required to do so. Where teachers plan for all pupils to make progress, as in the literacy hour and for numeracy, pupils sustain interest and concentrate on their work. Pupils are aware of their peers who have special educational and other needs and support them in class, where they are able to do so. Pupils work well when unsupervised and enjoy undertaking independent research for projects. They are well motivated and stimulated by the school's ethos and environment. In the reception class pupils quickly develop positive attitudes and work very well. They understand what they should be doing and have a positive attitude to school. They want to please their teacher and concentrate well on any task set.
22. Overall pupils are very well behaved. Pupils understand what is expected of them and clearly understand the school rules. There have been no exclusions in the past three years. Movement around the school is orderly. Play outside can be exuberant and boisterous but any conflicts are soon resolved. Rare instances of inappropriate behaviour are dealt with effectively by supervising staff. Relationships amongst pupils and between pupils and adults are very good. Teachers provide good role models and are critically supportive of pupils. They know their pupils and their problems well, and are trusted to resolve any worries or situations which occur. Pupils with special educational needs respond well to the additional support they receive. Generally their behaviour is satisfactory and their progress enables them to increase in confidence and self-esteem.
23. Pupils are given many good opportunities for their personal development. The under-fives plan, carry out and evaluate their activities. Each class has monitors. Older pupils finish their work in break times because they enjoy what they are doing and wish to complete their tasks, setting a good example to those younger. Visitors to the school alert pupils to the difficulties and dangers of the world outside Bradworthy and carefully planned assemblies and personal and social education lessons make them aware of the effect of their actions on others. Pupils are

encouraged to help those less fortunate than themselves. They collect for charities and perform for the elderly residents in the community. They are well prepared for the next stage in their education. When pupils are asked to work in pairs or groups in lessons, the majority do so sensibly, cooperate with each other and share resources. Good examples of this are seen in the numeracy and literacy hours when pupils are expected to work independently of the teacher.

29.

Attendance

24. Attendance rates at the school are higher than the national average and the rate of unauthorised absences is broadly in line with other primary schools in the country. Pupils arrive on time and there is a prompt start to the day. Registration periods are quiet and meaningful. It was observed during the inspection that on rare occasions some activities such as assemblies start late which then affects the length of lessons for the rest of that part of the day. No concerns about attendance have arisen since the last inspection.

30.

QUALITY OF EDUCATION PROVIDED

30. Teaching

25. Overall the quality of teaching is good. Throughout the school, teaching varies between satisfactory and very good. With 41 per cent of lessons observed good, 11 per cent very good and 48 per cent satisfactory. No unsatisfactory teaching was seen. This is a high proportion of good quality teaching and is having a positive effect on the attainment and progress of all pupils. The ability of the school to provide consistently good standards of teaching has been unaffected by the changes to the staff profile which saw the whole staff change in the past two years. It is also an improvement since the previous inspection when there was a proportion of unsatisfactory teaching. Other changes such as staff training and implementation of the National Literacy and Numeracy Strategy have had a positive impact upon the quality of teaching.

26. Teachers work very hard and have very good relationships with pupils. They have a sound knowledge of the National Curriculum and a clear understanding of the needs of the pupils they teach. Teachers are confident and have a secure knowledge of the subjects they teach. The arrangements for long and medium-term planning and revised schemes of work in all subjects have helped teachers to plan more effectively in both the short and medium term. This is an improvement from the previous inspection that has been put into place. This has had the effect of raising the overall quality of teaching across the school.

27. The quality of teachers' individual planning is good overall. The best examples include clear, realistic learning objectives, which are linked to the Programmes of Study and are individually focused and challenging. Teachers meet regularly to ensure consistency and continuity in planning.

28. The school had no children under five at the time of the inspection so there is no judgement made of teaching for children under the age of five years. However, the quality of planning is good, although teaching is not planned to the recommended six areas of learning, due to lack of provision and space. Teachers and support staff have high expectations of children's behaviour and attainment, and the children rise to these. The quality of the relationships between the teachers, support staff and children, and the careful structure of activities allow each child to develop appropriately.

29. The overall quality of teaching at Key Stage 1 is good, although it varies between satisfactory and very good. Teaching is very good in music, and good in English, mathematics, physical

education and religious education. Teaching is satisfactory in information technology, art and geography. Insufficient teaching was observed for a judgement to be made in design and technology, history and geography.

30. In the most successful lessons, teachers' planning is thorough and lessons have clearly defined learning outcomes. Effective arrangements are made for pupils who have special educational needs and higher attaining pupils are appropriately challenged. These are features of all successful lessons. Whole-class teaching is used very well to encourage and increase enthusiasm, and to instil high expectations. In these lessons pupils benefit from very good relationships between pupils and teachers, good explanations of the work to be done and challenging questions. Pupils are given opportunities to take responsibility for their own activities. Teachers have good questioning skills and the pace of lessons is brisk, as happens during literacy and numeracy sessions. Lessons generally build on existing skills and knowledge. For example in a literacy lesson pupils were asked to talk about what 'Fussy Freda' had in common with 'The Great Lorenzo'. The pupils identified the author and then talked about the double consonants. Pupils are appropriately challenged and the areas of activity are given sufficient time for consolidation and refinement; for example, in science when the youngest pupils had to use their speaking skills to describe the sounds that they had heard on their science walk.
31. At Key Stage 2, overall, teaching is good. The quality of teaching also varies, as at Key Stage 1 between satisfactory and very good. Teaching is good in English and mathematics. It is very good in music and satisfactory in all other subjects, except design and technology, history and religious education where insufficient teaching was seen for a judgement to be made.
32. In the most successful lessons, planning is thorough and lessons have precise learning outcomes. Teachers have a secure knowledge of the National Curriculum and pupils are managed very well. There is a good balance of whole-class and small group teaching which happens in all successful lessons and particularly in literacy and numeracy sessions, where teachers successfully develop pupils' skills of predicting and observing. For example, in a numeracy session pupils were working on the nine times table closely linked to fractions when the class teacher asked them to predict what would happen if the number were ten times bigger or 100 times bigger. Work is carefully graded to match levels of pupils' prior attainment, as happens in the most successful lessons in mathematics as seen in the lesson on number work using an input and output machine for the four rules. Teachers' expectations of behaviour and attainment are high and their subject knowledge is good which happens in all successful lessons; for example, in a lesson on autobiography comparing fact to fiction and relating text to texts that the pupils have previously read. The teaching of pupils with special educational needs is good.
33. All pupils' work is marked. The school has a marking policy which teachers follow although it is sometimes inconsistent. Comments are constructive and identify ways in which pupils can make further progress.
34. Homework is used consistently and supports the work in the classrooms. The regular use of homework is effective in promoting the development of reading, spelling and number work.
40. **The curriculum and assessment**
35. The overall quality of the school's curriculum is good. It is broadly based and balanced and successfully promotes the intellectual, physical and personal development of the pupils. It prepares them well for the next stage of their education and complies with the statutory requirements of the National Curriculum. The provision for personal and social education is good and the well-planned health education programme covering sex education is appropriate to

the age and maturity of the pupils. Personal development is promoted on a day-to-day basis through the care and attention staff pay to all pupils. All pupils have equal access to the curriculum and the provision for pupils with special educational needs is good.

36. Curriculum planning procedures are good. The staff plan together as a team in a collegiate fashion. All subjects have clear policy statements and detailed schemes of work have been managed by subject coordinators. Some schemes of work are being reviewed and the school has suitably adopted and adapted a number of Qualification and Curriculum Authority programmes. The school operates a two year rolling programme which allows for all parts of the Programmes of Study to be covered. The good quality framework, schemes of work and balanced curriculum represents a significant improvement since the last inspection and addresses fully issues raised in that report. The school has a comprehensive and informative policy for monitoring and evaluation. However apart from some recent monitoring by the headteacher of the National Literacy and Numeracy Strategies, monitoring of delivery across the curriculum by subject coordinators is underdeveloped. The enhancement of the coordinators' roles is included in the current school development plan.
37. The curriculum is considerably enriched by a very good range of extra-curricular activities in sport, information and computer technology, drama and art. Satisfactory use is made of the locality, and educational visits including the opportunity for pupils to take part in a residential activity week, enhance the curriculum.
38. The school has a detailed informative assessment policy and has developed good procedures in English, mathematics and science for assessing pupils' attainment. They are good in English, mathematics and science, but assessment systems are not clearly established in other subjects. The results of national tests, along with a number of standardised assessments administered at the beginning and during the key stages, are analysed closely and are used to set targets to improve standards in the core subjects. However portfolios of assessed work moderated against National Curriculum standards to assist teachers in the consistency of their assessment practice have not been developed. Individual progress files in the core subjects provide useful records of pupils' work as they move through the school. Informal on-going assessment is often used effectively to ensure that individual needs are met and pupils make appropriate progress. The school does have an informative marking policy, but there is some inconsistency in marking throughout the school. The stated aim is to involve the pupils in the marking process, however whilst the majority of marking is carried out regularly and praises and encourages there are few examples of marking indicating ways in which pupils might progress. Oral feedback is often constructive and helpful. Reading records are kept, but in many instances there is an over-emphasis on recording progress through the reading scheme and insufficient detailing of pupils' strengths and weaknesses in order that their reading might be improved.

44. **Pupils' spiritual, moral, social and cultural development**

39. The school has continued to provide well for pupils' spiritual, moral, social and cultural development since the last inspection.

40. Provision for pupils' spiritual development is good. Good opportunities are provided to encourage the pupils' spiritual development through the programme of assemblies, collective worship and various other aspects of the curriculum. The daily assemblies are thoughtfully prepared and delivered and pupils are given the opportunities for reflection and prayer. The assemblies strongly and effectively support the ethos of the school, which provides opportunities for pupils to gain knowledge and insight into the values and beliefs of other world religions. Pupils are encouraged to be aware of themselves and their feelings during personal relationship lessons, and are given opportunities to reflect upon their lives and the lives of others.

41. The provision for pupils' moral development is very good. The school places a high priority on equipping pupils with a clear set of moral values, and an effective approach fostering good behaviour ensures that teaching and non-teaching staff and parents have a consistent attitude and high expectations. The adults in the school and governors who visit from time to time present excellent models of behaviour and pupils learn by adult example that it is important to value and respect people and the environment. Pupils clearly know right from wrong and most demonstrate this in their daily activities. There is a strong caring ethos based upon mutual respect and concern for one another. Parents indicate that they approve of the values that the school promotes.

42. Provision for pupils' social development is very good and all pupils are very well supported. Teachers demonstrate clear respect for pupils, including those with special educational needs, and take every opportunity to encourage them towards a positive self-image. Pupils are encouraged to respect each other and consider one another's ideas and feelings. The school expects pupils to look after their own property and respect others' property. Very good use is made of visits to places of educational interest, of residential experiences and of sporting events with other schools. Pupils' awareness of their place in the wider community is enriched through the school's strong association with the local community.

43. Satisfactory provision is made for the development of pupils' awareness of their own culture through subjects such as art, history and music and through visits to local places of interest. The school relates positively with the local community through links with the local churches. Topics studied and many aspects of school life help them to appreciate their own cultural traditions, and there are opportunities for pupils to develop their understanding of European and Asian art and African music. Opportunities are presented for understanding people of other cultures such as the study of Judaism Sikhism and Buddhism within the topic of India. However few planned opportunities are presented to celebrate the art, music and literature stemming from the rich diversity of cultures in Britain.

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

44. The school provides very good pastoral support for its pupils, who are happy at school and confident that they can approach any adult with personal problems.

45. Assessment procedures are good, and much improved since the last inspection. There is effective use of target-setting and regular monitoring of pupils' achievements.

46. Support for pupils with special educational needs is good and the school works closely with relevant outside agencies.

47. The school has taken action regarding a key issue identified in the previous inspection report and there is now a written attendance policy. Register sheets are being completed regularly and accurately and the school has recently started using a computerised system to record and monitor attendance levels. The lack of full-time secretarial assistance and the almost full-time teaching commitment of the headteacher means that this monitoring cannot be carried out on a daily basis.
48. Procedures to promote good behaviour and discipline are good and working effectively. Pupils are aware of school rules and respect them. The use of a Gold Book system promotes good standards of achievement and behaviour and the school works hard to ensure that all pupils' achievements are recognised regularly. Most parents feel that the school promotes high standards of behaviour and that pupils enjoy coming to school.
49. Most of the youngest pupils come in to school by way of the playgroup operated from one of the school buildings. Parents appreciate the way in which the school liaises closely with the playgroup to integrate these youngest ones into the main school. Year 6 pupils are given the opportunity to visit local secondary schools to aid a smooth transfer to the next stage of education.
50. The headteacher is the designated member of staff with responsibility for child protection matters, and has received training in this area. Other members of staff are kept aware of issues through discussion at staff meetings. There are suitable policies in place for personal and social education and sex education.
51. The school now has a detailed written health and safety policy and the governors discuss arrangements for the security of the school site regularly. There are regular fire drills and emergency equipment is tested regularly. A recent visit by the local fire officer resulted in a satisfactory report. Accident books are completed regularly. No specific health and safety hazards were particularly obvious during the inspection.
57. **Partnership with parents and the community**
52. Information provided for parents about the school in general and pupils' work and progress is good. There is an informative, although formal, prospectus and frequent newsletters. The school makes efforts to keep parents informed about the curriculum through these newsletters and also by the use of the parent learning/children learning programme suggested by the headteacher, which is administered conscientiously and effectively by a parent governor. Parents who make use of this opportunity find it a valuable way of keeping in touch with what their children are learning at school, and appreciate the provision of a crèche for younger siblings. The school carried out an extensive written survey of parents' views during 1998 and hope to continue this on a regular basis in the future.
53. The quality of annual written reports to parents has improved considerably since the last inspection and contains information about every subject of the National Curriculum. The best reports contain targets for the future, although this is not consistent across the school. Pupils are given an opportunity to give a written view of their own progress, parents can return a slip with their comments and there are suitable follow-up meetings offered. The majority of parents who attended the parents' meeting or returned questionnaires feel that the school gives them a clear understanding of what is taught and that they are kept well informed about their children's progress. They are also generally satisfied with levels of homework.
54. Parents of pupils with special educational needs are given the opportunity to become fully involved in the monitoring of their children's progress.

55. Most parents are generally very supportive of the school and feel that they are welcome in school. They find it easy to approach the school with any questions or concerns and feel encouraged to play an active part in school life. Parents help in the classrooms and the school makes use of particular parental and other family knowledge and expertise when appropriate. For example grandparents were invited to come into school to talk about their experiences in the East End of London during World War II. Parents have also been asked to lend resources for project work. There is an active parent teachers association which works hard to organise social events which raise valuable funds for the school.
56. Links with the local community are developing. The appointment of a new vicar is resulting in more contact with the local church and the school is making efforts to encourage the local community to use the school premises out of school hours. The number of extra-curricular clubs and activities provides a service to local families and a range of visits and visitors to the school make useful contributions to pupils' learning and widen their horizons. For instance pupils in Year 5 and 6 have had the opportunity of a residential trip to London which was a valuable learning experience. The school is making some efforts to forge some wider links through the Internet, but these more global links are underdeveloped.

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

62. **Leadership and management**

57. Overall, the leadership and management of the school are good. The headteacher, well supported by the senior management, staff and governors provide a clear sense of educational direction for the school. Following the turnover of staff, the headteacher, who has been in post for only one year, has successfully created an atmosphere where staff feel that they can seek advice and be given the support they need to build upon the progress already achieved. He has a very clear insight into what needs to be done for the school to continue to improve. The clear manner in which the school curriculum has been reviewed has allowed the governing body, staff, parents and pupils to build on the existing positive ethos and begin to implement the school's new policies and schemes of work, in a coherent and systematic way. The headteacher's manner of managing this school has proved to be successful. These factors are making teachers' planning more focused and this has helped to secure the good quality teaching in the school. They also contribute to the good progress being made by some pupils at both key stages. There is evidence that a strong team has been created; this provides a solid base for moving the school forward.
58. There is an agreed set of aims and values which form the basis of a clear vision for the school. These aims are clearly stated in the school prospectus and are reviewed regularly. There is a strong commitment to raising standards and creating opportunities for all pupils in the school through sharply focused school development.
59. The governing body, which is newly formed, is very enthusiastic and gives good support to the headteacher and staff. They are well informed, highly supportive and act as critical friends. They play an important part in the life of the school and carry out their statutory responsibilities effectively. The governing body has a clear committee structure and each committee has clear terms of reference, and report back regularly to the full governing body. They have a long-term strategic view for the development of the school and they play an active part in many aspects of school life. Members of the governing body have attended courses to familiarise themselves with their responsibilities, including courses on raising standards in literacy and numeracy. The governors for special educational needs, literacy and numeracy are fully informed and take a keen interest in their areas of responsibility. All other governors have an area of curriculum

responsibility and a timetable of visits to the school to monitor progress and development of their particular areas.

60. The headteacher supports teachers in their classrooms, and formal monitoring of the curriculum, and of the literacy and numeracy strategy is carried out effectively by the headteacher and through the staff planning meetings. Teaching is monitored systematically by the headteacher. The coordinators, who are newly in place, have a timetabled approach to monitor teaching in their subject, which has yet to be implemented. The staff plans collectively for long term and medium term, and then works in key stage teams to finalise short-term plans from the medium. Through the planning and review process involving the whole staff there is a suitable method of monitoring of provision. Due to the size of the school this collegiate approach ensures that all members of staff have an understanding of the school's curriculum needs and ensures that standards of attainment and the quality of education are continually improving. This monitoring is needed to guarantee that progress continues to be made in all subjects following the development of schemes of work, the recent literacy strategy, the onset of the National Numeracy Strategy, and to ensure that standards are comparable across the school.
61. The headteacher, governors and staff have an agreed set of aims and values which are supported by parents and form the basis of a shared sense of purpose. All staff understand the targets which have been set for the National Literacy and Numeracy Strategies. These aims and values influence the work of all staff and express high expectations of what pupils are expected to achieve.
62. Planning for school development is sound overall. The school development plan is a well-produced document; it is detailed, thorough and comprehensive. It covers a period of the next two years plus a projection in outline for beyond that and covers all aspects of the curriculum especially literacy and numeracy and early years and also includes resource management. Development planning provides staff and governors with a clear overview of planned initiatives, which reflects fully the current identified needs of the school.
63. Progress since the previous inspection has been good. There are a growing number of opportunities which allow pupils to show initiative and independence. These are particularly evident in many aspects of the use of information technology. The school has introduced the literacy and numeracy strategies well and these are having a positive effect upon standards. All staff have clear job descriptions which clearly state targets for curriculum and personal development. The roles of coordinators are clearly defined but there are still few opportunities provided to enable them to develop their roles in classrooms or to monitor and evaluate classroom practice across the school. Statutory requirements for appraisal are met. The school is well placed to continue these improvements. Plans are in place to strengthen and develop the role of curriculum coordinators. The school has also developed plans to support staff further in their professional needs. All the issues that were raised in the inspection have been addressed and all successfully completed. The leadership of the headteacher and the governors' support has made this school a successfully improved school.
64. The ethos of the school is good. This positive ethos is the result of a whole staff approach, and parents appreciate the values implicit in the ethos. Pupils work hard and high standards of behaviour and attainment are expected by all staff. The learning environment, including the environment for the development of literacy and numeracy, is effective. The good relationships and the commitment to high standards of provision and service are apparent throughout all classes in the school. There is a real determination on the part of the staff to build an effective team and to work with the governing body and the parents to try to ensure equal opportunities for all of the pupils and to create a central role for the school within the community. The good relationships and the commitment to high standards of provision and service are apparent

throughout all classes in the school.

70. **Staffing, accommodation and learning resources**

65. The school has a satisfactory number of teaching staff whose qualifications and experience broadly match the demands and range of the National Curriculum. Appropriately there are coordinators for all subjects, special educational needs, and assessment. As a result of recent staff changes coordinators are new to their responsibilities.

66. All staff have clear job descriptions identifying their roles and responsibilities. These are discussed with the headteacher at regular intervals. Responsibilities are well matched to the interests and specialisms of the teachers.

67. There is a satisfactory number of suitably qualified and experienced support staff who work closely with the teachers and provide a good quality support to all pupils, particularly those with special educational needs. The school secretaries very efficiently carry out administrative duties. The school is maintained in good order and the cleaners, cooks and mid-day supervisors perform their roles in a friendly way. They are all valuable members of the school, and play a significant part in pupils' welfare and personal development.

68. Arrangements for the professional development of staff are good. They are overseen by the headteacher and reflect both the identified needs of the school and the personal needs of the staff. Newly qualified staff are supported very effectively by the good induction procedures and by an experienced mentor. The school operates an appraisal process and thus meets statutory requirements.

69. The school buildings were remodelled and extended in 1985. Classrooms provide adequate space for all subjects of the National Curriculum to be taught, although they are cramped for the number of pupils. The school is not able to provide the space for the youngest children to have a secure outdoor play space. There is an attractive resource area set aside for information and communication technology. The library is still accommodated in the corridor, but is adequate. The school hall is adequate for physical education activities, although it is made more difficult due to the storage of equipment around the hall. Outside there is suitable hard surface playground space and a sizeable and well-maintained school field. The school is also fortunate to have an outdoor swimming pool for use in the summer months. The school has had plans drawn up, which would enable buildings to the rear of the school to be developed to provide more space, but as yet they are unable to find ways of funding these plans. Generally the school is doing its best to provide a stimulating environment for learning within the limitations of the present buildings.

70. Learning resources are available in suitable quantities for most subjects, but are inadequate for design and technology, and geography, and are still not sufficient for those subjects identified as having deficiencies at the time of the last inspection, namely history and religious education. The number of computers has improved considerably and these are accessible to all pupils on a regular basis. There is an adequate number and variety of books in the school library. Lack of suitable storage space limits the availability of resources within some subjects.

76. **The efficiency of the school**

71. The efficiency of the school is good. Pupils make satisfactory progress, the management of resources and accommodation is satisfactory, the use of teaching and support staff is good, and there is good financial control. The governing body fulfils its strategic responsibility well for planning the use of resources.

72. Financial planning is based on good, current data and good projections. The school plans ahead for the coming years and budgets well to support the school's educational policies. The governors take their responsibilities seriously and are committed to doing the best for the school which is rooted in the desire to ensure the best possible provision for the pupils. The school makes good use of the funds available for special educational needs.
73. Annual expenditure is well planned and regularly monitored by the finance committee, which reports to the full governing body termly. Staff and governors continue to take an active part in the creation of the school development plan and identified needs are effectively matched to budget allocations.
74. Secure systems of budget control and expenditure are in place. Routine administration and financial control systems are good and carried out effectively by the secretarial staff. Governors receive regular financial reports which are used to monitor expenditure and consider future needs. However, they have still to fully evaluate their expenditure.
75. A financial audit by the local education authority was carried out recently prior to this inspection. The school has many sound financial practices and the budget is closely monitored, well controlled and managed. The school has already responded to the report and appropriate action has been taken on the small number of recommendations.
76. The school is appropriately staffed and the management and deployment of the teachers and support staff are good. Expenditure on special educational needs support is effectively used to support pupil progress and raise standards of attainment. Arrangements for the professional development of teachers support staff, and administrative staff are good, reflecting personal needs as well as links to appraisal and the school development plan.
77. Best use is made of the cramped accommodation to provide good learning opportunities for the pupils and to ensure that they make effective progress. The school makes satisfactory use of the resources it has. However it has very little provision for the under-fives. Good use is made of information technology and this is an improvement since the last inspection. The time available for teaching is generally used well.
78. The routine administration of the school is efficient. The secretaries contribute very well to the smooth running of day-to-day routines, providing good support for the headteacher and staff. Relationships and communications with parents are good. Other non-teaching staff, governors and parents work thoughtfully to ensure that the developments of the school are effectively supported.
79. When taking into account pupils' below average level of attainment on entry to the school, the progress they make by the time they leave the school, the overall good quality of education provided, and despite the above average unit cost per pupil, the school gives good value for money.

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

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

80. At the time of the inspection no children under five were in the reception class. As a result it is not possible to make judgements on attainment, attitudes or teaching of the under-fives. From the baseline assessments made of children when they enter the reception class it is evident that attainment on entry ranges widely, but is generally below that expected for four year olds, especially in personal and social development, numeracy and language and literacy. Although some children have attended playgroup, some children have not attended any pre-school provision. By the time children enter the National Curriculum the attainment of the pupils is variable but still below that expected for five year olds.

81. The educational programme for the under-fives is not planned appropriately to all the Desirable Learning Outcomes by the age of five as there is not enough space or resources to provide for all areas of learning. The reception is poorly resourced for the full range of structured play activities including a secure outdoor play area, sand and water activities, and a range of large and small construction equipment. However, the teacher of children under five plans carefully within the resources that she has for each individual child. Activities are carefully structured for language development, social and personal development, and to support specific aspects of other areas of learning. The school recognised the need to give the children high quality, early years provision and so it has adopted the Effective Early Learning Project which builds upon a knowledge base of effective learning for the under-fives. The objective is to evaluate and improve the quality of learning for the children who enter the school. The aim is to accelerate the learning of the children and especially to improve the baseline and to include an audit of resources. The project has had a positive effect upon the pupils' integration into the school and upon their personal and social development.

82. The teacher has a good understanding of the needs of young children. Exciting activities are planned carefully and the good quality of assessment helps staff to plan children's next steps in learning. Staff pay close attention to the development of vocabulary, and speaking and listening skills to encourage children to speak audibly, and to listen and respond to ideas.

88. **Personal and social**

83. Good use is made of praise and encouragement to highlight good behaviour. Any guidance to correct unsatisfactory behaviour is gentle, supportive and clear. The result is very good behaviour from the children who demonstrate the ability to share equipment fairly, play cooperatively treating the equipment and each other with care, and listen well to each other and the adults with whom they work. They are enthusiastic about all aspects of their work and are eager to share their ideas, such as encouraging visiting adults to follow a newly drawn treasure map or walk the plank. Those who are just five in the reception class take part in assemblies to develop feelings such as wonder or joy.

89. **Language and literacy**

84. The development of speaking and listening is good. The staff pay close attention to the development of vocabulary. Pupils are actively encouraged to make a contribution in each activity and careful attention is paid to speaking audibly and listening to each other. Good attention is paid to open-ended questioning to develop interaction and the exploration of understanding. This provides an excellent support to literacy hour activities with pupils able to consolidate and extend their learning through, for example, following the 'instructions' on a mathematics game. Developmental writing is carefully encouraged, building pupil confidence

and enthusiasm. This is effectively supported with small group writing sessions based on individual words or simple sentence making according to the abilities of the pupils. Many pupils are very eager to read their writing and can identify initial letter sounds or familiar words. Class and group reading activities are clearly enjoyed by the children who demonstrate a knowledge of book conventions, awareness of rhyme, and the ability to recognise repeated patterns. Handwriting receives one-to-one support ensuring very good understanding of letter formation and orientation.

90. **Mathematics**

85. Attainment in mathematics is satisfactory. Good use is made of resources to support mathematical understanding and maximum use is made of opportunities to explore and develop understanding through play activities, for example creating patterns with counters. Pupils can follow directions to place objects in, under, or behind other objects. Pupils frequently count objects and match one-to-one and respond reasonably accurately to number based instructions. Pupils can recognise numbers to ten and use games to support recognition to 20.

91. **Knowledge and understanding**

86. Attainment is satisfactory. Pupils playing with a farm set and a collection of pirate boats, can name many of the animals and use their knowledge of farms as the activities develop. The different features of the pirate boats led to questioning about how things worked, with ideas being linked to past experiences. Sand play activities are difficult to provide and have to be very well planned due to the lack of space, with adult support ensuring learning intentions are carefully developed.

92.

Creative development

87. Attainment is satisfactory. Pupils can use a range of materials to record observations. When picking out features pupils use crayons and paints with some accuracy, paying attention to colour selection as in the lino drawings that they painted. Pupils are able to demonstrate reasonable control of brushes when painting and understand that chalks can be blended.

93.

Physical development

88. Attainment is satisfactory. Pupils can walk, run, and climb in and out of objects with confidence. They are able to avoid bumping into each other. However, the school does not have the resources or at present the space to provide large wheeled toys nor a secure outdoor play area.

89. Assessment is recorded well to provide a useful picture of children's development over time. The teacher prepares these children carefully for the start of the National Curriculum, but the school recognises the need for a full programme of provision and has had plans drawn up to develop and create space and provision for these children. The teacher carefully reviews resources and has recognised that the role-play area and outdoor play space need to be developed.

90. Children with special educational needs are identified through information from a range of sources including information from home, and observations from baseline assessments. Children do have access to the school's special educational needs support system and individual education plans are drawn up. There is evidence from observations in the reception class of one-to-one support for special educational needs pupils, and this is clearly identified in the weekly and daily lesson plans.

96.

ENGLISH, MATHEMATICS AND SCIENCE

96. English

91. Attainment in English overall at the end of Key Stage 1 and at the end of Key Stage 2 is average. In the 1999 National Curriculum tests at Key Stage 1 the percentage of pupils reaching Level 2 and above in reading and writing was above the national average. At Key Stage 2, 1999 national test results indicate attainment to be well above average when compared to all schools and when compared to schools who take their pupils from similar backgrounds. Inspection evidence does not reflect the national test results for 1999. This is due to the difference of the cohort as judged on school assessments. The school's recent focus on spelling and on detailed whole-school planning for the literacy hour has had a positive impact upon all aspects of English. Pupils with special educational needs are well supported and achieve standards appropriate to their prior attainment and the targets in individual education plans.
92. Overall pupils enter Key Stage 1 with skills in speaking and listening which are below what might be expected of children of five years of age. The literacy hour provides many opportunities for pupils to listen carefully and the teachers' emphasis on encouraging active listening and thoughtful responding has a positive effect so that at the end of Key Stage 1 pupils have made good progress, and attainments in speaking and listening are average.
93. During Key Stage 2 pupils' attainment is average and they make satisfactory progress in speaking and listening. They use a wider range of vocabulary and have reasonable diction. A number of older pupils are articulate and confident and use language well when differentiating between fact and opinion. Pupils generally listen well to each other and to their teachers, but too often speaking and listening is confined merely to answering teachers' questions. Some pupils have the chance to speak to a wider audience in drama and assemblies. However there are limited opportunities for pupils to use language effectively or to develop a critical viewpoint about current, local and world issues.
94. At the end of both key stages pupils' attainment in reading is average and they make satisfactory progress. At Key Stage 1 pupils engaged in whole-class or group reading show that they can respond to text, identify likes and dislikes and refer to sections of the text to support their ideas, as when sharing the reading of 'Fussy Freda' in the literacy hour. Many pupils are able to recognise simple spelling patterns and identify phonemes such as 'oo' and 'ee'. Pupils extend their reading skills with a strong emphasis on phonics recognition and word building. Most average and higher attaining pupils read competently and when reading individually there was clear evidence of some pupils attaining above expectations. Many pupils are able to find information in simple reference books and class dictionaries. Older pupils understand terms such as 'character', 'author', 'illustrator', 'contents' and 'index'. Pupils regularly take books home from the school library to practice their reading skills and share books with parents and carers. The home-school reading diaries provide a useful record of books read and encourage parental involvement.
95. At the end of Key Stage 2 pupils read from a range of fiction and non-fiction texts. The more able can discuss in reasonable detail the plot, characters and other features of the books they are reading, and can state preferences and make comparisons between authors such as Dahl, Stein and Pilling. There is some provision of stories drawn from a variety of cultures and by non-western authors, however this is underdeveloped throughout the key stage except where linked to a topic. A number of older pupils are efficient at 'skimming' and 'scanning' books for information but there are insufficient opportunities to develop these skills. Pupils' ability to select and research from books and interpret texts is underdeveloped. This restricts the opportunities for independent learning and limits progress for a number of pupils, particularly

those capable of higher attainment.

96. Attainment in writing is average at the end of Key Stage 1, pupils having made good progress throughout the key stage. Pupils make appropriate use of spelling books, word banks and dictionaries. Spelling is taught through structured phonic work which emphasises links between reading and writing. Many pupils spell common monosyllabic words correctly and a few recognise simple spelling patterns. When pupils mis-spell words they often do so in a way that is phonetically sound. Older pupils are aware of full stops, capital letters and speech marks. They know that a sentence needs a capital letter and a full stop and they generally use these correctly in free writing and in worksheet exercises.
97. By the end of Key Stage 2 overall attainment in writing is average with some pupils attaining standards well above expectations. Pupils make sound progress. During the key stage pupils extend their range of formal and informal writing, for example they collaborate to write newspaper articles and prepare layouts. Year 3 and 4 pupils write colour poems following a visit by the poet Phil Bowen, and older pupils experiment with free and structured poetry in the style of Ted Hughes. Year 5 and 6 pupils write simple play scripts and offer alternative versions of famous texts such as Shakespeare's Macbeth, and Year 6 pupils write and present forceful scripts based on Dahl's autobiography 'Boy'. Most pupils plan and draft their stories but mainly to correct grammar, punctuation and spelling rather than to improve the quality of the narrative. There is some evidence of literacy skills being used across the curriculum, for example reports of science experiments and descriptions of Indian cities in geography. However pupils are not given enough opportunities to write from their direct experience and there are few examples of pupils' extended writing. Only a few of the more able pupils develop stories beyond the chronological recording of events. Pupils' handwriting is generally fluent and most use a joined script. However a significant number of pupils were observed to have poor pen grips and the presentation of work is inconsistent. Information and computer technology is used effectively for drafting and final copying of creative writing, but the displays of word processed work, whilst attractive, prevent pupils from observing handwriting displays of a high quality.
98. Overall the provision made for pupils with special educational needs is good. Pupils are well supported by the class teachers and experienced learning support assistants and make satisfactory progress. This is because staff are effective in addressing the targets in individual education plans and generally provide well-matched activities to help pupils acquire skills at an appropriate level. Classroom assistants and parents giving directed reading support are also very effective in raising standards in reading. The teamwork of all concerned in support, and good, regular liaison with the special educational needs coordinator make a valuable contribution to pupils' progress.
99. Generally pupils' attitudes to English and behaviour in lessons are good throughout the school and they enjoy their English lessons. Most pupils respond well to the structure and organisation of the literacy hour. They are generally positive about their work and prepared to discuss it with adults. Pupils listen attentively, work sensibly both individually and in small groups and sustain concentration. Some Key Stage 2 pupils use the computers to word process their work and demonstrate very good behaviour and a willingness to take on responsibility for the care of the equipment. Pupil monitors give good assistance to teachers when distributing and collecting resources and books. Overall the relationships between staff and pupils are very good and contribute significantly to the good behaviour observed.
100. The quality of teaching in Key Stage 1 and Key Stage 2 is good. All staff have a secure knowledge of the content and requirements of the English curriculum, and the literacy hour. This enables teachers to make good use of questioning to develop understanding and extend learning. Good attention is paid to subject specific vocabulary and there is a clearly evident enthusiasm for the subject, which has a positive effect on pupils' confidence and interest. Good

management of pupils and use of support staff, close attention to the development of active listening skills and high expectations have a positive effect upon attainment and progress. Teachers plan lessons effectively with clear learning objectives and organisation that provides for progress, and encourages all pupils to use and extend learned literacy skills. Regular formal and informal meetings are held to ensure the consistency of curriculum provision.

101. The school has good, well-structured policies and guidelines on all aspects of English which support teachers' planning of lessons so that pupils have appropriate tasks which build systematically on what they already know. Teachers make good use of established assessment procedures to assess pupils' attainment and plan future work. The school has a detailed marking policy. However whilst work is regularly marked and gives praise and encouragement it sometimes lacks detail in setting targets for improving pupils' skills. Homework is regularly set and is valuable in reinforcing understanding and skills.
102. The management of English is good. Effective leadership is provided by the literacy coordinator who is active in the development, planning, assessment and resourcing of English. The policy is informed and well-constructed and recently revised long and medium-term plans are detailed and appropriate. All staff have received individual observations and guidance on the planning and teaching of the literacy hour and this has led to consistency and consolidation of good practise. The analyses of periodic, standard and national tests informs the medium-term planning to meet the needs of the pupils at both key stages.
103. Overall resources for the teaching of English are satisfactory and they are used well. Recent expenditure on increasing the number of big books and fiction literature has had a positive effect upon standards attained. The school has prioritised the improvement in provision of suitable non-fiction texts during the current year. The library area, whilst adequately stocked with easily accessible texts, is situated in a corridor which greatly reduces its effectiveness as an area for browsing and carrying out independent research. Where displays have been created they are well presented and enhance the status of literacy throughout the school.
109. **Mathematics**
104. On entry to Key Stage 1 attainment in mathematics is below average. By the end of Key Stage 1 attainment in mathematics is in line with national expectations, and by the end of Key Stage 2 attainment is above national expectations. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.
105. In the 1999 National Curriculum tests, results for seven year old pupils were in line with the national average. Eight out of every ten pupils achieved at least the expected Level 2 and nearly one in ten pupils reached the higher Level 3. However, in comparison with similar schools these results are below average. In the 1999 tests, results for eleven year olds, pupils were above national averages. The percentage of pupils achieving the expected Level 4 was above that found nationally and just under three in ten pupils reached the higher Level 5. In comparison to similar schools these results are above average. In both key stages, these results were a significant improvement on the previous year, 1998. This is in line with the trend of results over the past four years. The trend has been changed with the approach of the new staff, and the good planning as well as the introduction of the National Numeracy Strategy. The carefully structured teaching is also having a beneficial effect on standards. The differences in attainment can also be explained by the difference in cohorts and the percentages of pupils with special educational needs, especially in cohorts of less than 20 where one pupil can make as much as ten per cent difference.
106. By the end of Key Stage 1, most pupils are able to tell the time, understand the concept of doubling and halving numbers, recall addition and subtraction facts, know their two and five

times tables and recognise odd and even numbers. They identify numbers as being 'odd' or 'even' and learn about the place values of 'tens' and 'units' They have investigated weight successfully and can recognise articles which are heavier and lighter. Most pupils have constructed block graphs and can recognise and name simple two-dimensional shapes.

107. Progress overall at Key Stage 1 is satisfactory. Good teaching, clear routines and the assessment arrangements for mathematics contribute to progress and attainment. The good use of support staff allows pupils with special educational needs to make good progress in relation to their personal targets and the standards seen in lessons, and samples of pupils' work show that attainment levels are rising. Overall pupils, including those with special educational needs, make satisfactory progress as they pass through the school.
108. Pupils' improved attainment in the 1999 national assessment tests is due to good teaching, involvement in the National Numeracy Strategy and the good use of assessment to inform teaching to meet the different needs of the pupils. By the end of Key Stage 2 pupils have built on the knowledge and understanding they gained earlier and are able to work with numbers up to thousands in calculations involving addition, subtraction, multiplication and division. Their skills at mental arithmetic grow satisfactorily with practice and a small number develop considerable speed and precision when making complex calculations as when calculating fractions of numbers up to thousands. They understand the concept of area and perimeter. Year 5 and 6 pupils are exploring number patterns and relationships, working out square numbers, fractions and then solving problems using these numerical skills. They have a sound knowledge of symmetry and rotational symmetry. There is satisfactory use of mathematics across the curriculum; for example, in measuring in design and technology and weighing in food technology, creating time lines in history and measuring and timing in science. Generally, although data handling and problem solving is carried out, this aspect of mathematics is not as well developed as numeracy, and pupils' ability to use and apply their mathematical knowledge in extended investigations is not as well developed.
109. The progress of pupils at Key Stage 2 is good overall. Pupils make the best progress in mental calculations and knowledge of number. This is used effectively to solve other problems, for example when changing improper fractions to mixed numbers. Pupils with special education needs make good progress overall in relation to their previous attainment. Their progress is best when they are given the confidence to build on from what they already know. By the end of Key Stage 2 pupils have good numeracy skills and many are able to add and subtract, multiply and divide numbers up to 1000 with a sound understanding of place value. The vast majority of pupils know their tables up to ten times and can find 10ths and 100ths of numbers. They are able to recognise and order equivalent fractions and the majority understand the relationship between improper fractions and mixed numbers. They are able to collect data, produce frequency charts and interpret data. A good example of this is when pupils use the computer to collect information about pulse rate when related to a science project. They use the computers confidently to achieve results above those normally seen.
110. Pupils have very positive attitudes to mathematics. They respond enthusiastically to quick mental mathematics questions and most persevere well with written tasks. In the vast majority of classes pupils are able to work independently and cooperatively as required. Relationships are very good. They are interested in the subject, listen attentively to the teacher and to each other and many show great enthusiasm, for example when telling the teacher in Key Stage 1 that '46 plus two tens is 66'.
111. The quality of teaching is good. It ranges from satisfactory to very good with five in ten lessons being good and one in ten very good. All lessons observed in both key stages were at least satisfactory. Teachers' knowledge and understanding of mathematics are good. They plan and present their lessons well according the National Numeracy Strategy and have clear

organisation systems in place. This helps pupils feel secure and settled. In the best lessons, teachers have high expectations of behaviour, introduce interesting activities and organise resources well. They offer praise and encouragement, explain tasks carefully and plan the final part of the lesson well to make sure pupils are given the opportunity to explain their ideas and results; for example, in a Key Stage 1 class when the pupils explained about counting forwards and then proceeded to count backwards from 100 in twos. The work in both key stages covers a wide range of objectives and this allows the vast majority of pupils to develop good numeracy skills and an enthusiasm for the subject.

112. The curriculum is broad and balanced and is based on the National Numeracy Strategy. The needs of the less able are well met and generally more able pupils in both key stages are challenged sufficiently. The planning and use of assessment for mathematics allows the vast majority of pupils to receive work well matched to their needs. Assessment is used well on a daily basis and teachers' record significant individual needs. Assessment procedures such as the half-termly assessments outlined in the Numeracy Strategy are embedded into practice. The school makes good use of nationally levelled assessments to analyse pupils' needs and to inform target-setting arrangements. The headteacher is the coordinator and is confident to lead school-based training related to the National Numeracy Strategy. The school uses a variety of published schemes of work to reinforce topics at both key stages. The staff are aware of the trap of over-reliance on a published scheme of work and are developing materials and investigations across the school that will help pupils extend their knowledge and increase their competency in mathematics. Sufficient funding has been allocated to support the identified initiatives. These include the co-ordinator working in classrooms alongside teachers and monitoring planning. At present these areas are in an early stage of development. There are satisfactory resources to teach the subject, located in each classroom

118. **Science**

113. On entry to Key Stage 1 pupils' attainment is below that expected nationally. Statutory teacher assessments of pupils' attainment at the end of Key Stage 1 in 1999 show attainment to be in line with the national average in the percentage of pupils achieving the expected Level 2 and in line with the national average in the percentage of pupils achieving Level 3. At Key Stage 2 the results of national tests and assessments show attainment to be in line with the national average in the percentage of pupils achieving the expected Level 4 and above the average for the higher Level 5. Pupils with special educational needs attain standards which are commensurate with their abilities and to their prior learning. The school's results are in line with the average compared to schools with pupils from a similar background. Inspection findings confirm that the majority of pupils are achieving the expected level of attainment by the ages of seven and 11.

114. At the end of Key Stages 1 and 2, pupils' attainment is average and progress is satisfactory. Overall teaching is satisfactory at both key stages. Standards have improved overall since the last inspection. The trend for the results of tests is generally an upward one over the past four years. The school develops every opportunity for pupils to carry out investigations. There is a policy and scheme of work to ensure a whole school approach, and sufficient curriculum time is now given to science.

115. Pupils in the early years of Key Stage 1 are encouraged to observe closely and to think about their observations. For example, in reception/Year 1 pupils were asked to use their senses when they went on a 'sounds' walk. At the end of Key Stage 1 pupils have a broad knowledge of natural and physical science and show a sound understanding of life processes and living things. Year 1 pupils correctly label the parts of a flower and can list edible and inedible plants. They investigate and record objects which float and sink. Older pupils consider the appropriateness of different materials for clothing and can list objects that will be attracted by a magnet. They

can identify a number of light sources, and understand that light will not pass through all materials and that when it does not it will form a shadow.

116. In Key Stage 2 pupils extend their knowledge appropriately, and they understand about materials and their properties and of physical processes such as magnetism, gravity and light. They are aware of the composition of a healthy diet, and understand the human life cycle. Pupils study plant life cycles and define germination, pollination and fertilisation. They identify the parts of a flower and their purposes. They study the solar system and apparent movement of the sun and its effect on shadows. They define solid, soluble, solute and solvent correctly and give examples of reversible and irreversible chemical changes. The majority of pupils have a sound understanding of how electrical circuits work, and can draw them using correct scientific symbols. In their investigations pupils make predictions about the outcomes and understand the principles of fair testing, for example when testing solutions to see whether they cool quicker with more of the salt in them. Pupils also examine states of matter, solid, liquid and gas.
117. Pupils make satisfactory progress through Key Stage 1. Pupils in Key Stage 1 know that seeds grow into plants and need water and warmth to start growing. They identify seeds in a range of fruits and deduce that seeds from the same plant are alike and these grow into a plant similar to the one the seeds came from. During Year 1 pupils identify 'what we do to be alive', for example, eat, breathe, move, feel and grow, and use this information to identify things that are living and non living. By Year 2 pupils are asking "How do I make a light work?" and are able to work out the answer.
118. Pupils make satisfactory progress at Key Stage 2. During Year 3 they evaluate the use of materials and what uses electricity and they revisit the subject of light and dark at a more in-depth manner. By the end of the key stage pupils explain photosynthesis in simple terms, draw circuit diagrams of series and parallel circuits. Pupils also define sound as vibration and use appropriate vocabulary such as pitch, frequency and decibels correctly and talk about saturated solutions and testing the speed of cooling a solution with salt in it.
119. Pupils with special educational needs make satisfactory progress. Whilst individual education plans contain no specific targets for science, provision is sound. Teachers know their pupils well and the school policy for science includes a statement identifying the support given.
120. Science contributes to literacy through the recording of investigations and researching information, for example the building materials in Year 4. Pupils' numeracy skills are developed through recording of investigations, for example, Year 6 measuring the pulse rate of the class. Year 5 and 6 pupils use information technology to retrieve and process data from their experiment on pulse rates.
121. Overall pupils' attitudes to science are good. Most are interested in the tasks set, concentrate, behave well and are able to discuss their work. Attitudes are best when work is sufficiently challenging and matched to their ability, enabling them to make good progress.
122. Teaching is satisfactory overall in both key stages. No unsatisfactory teaching was seen. In the five lessons observed the most successful features were where teachers' knowledge and understanding were used to create work matched to the age of the pupils, with appropriate challenges for the full range of ability; for example, the use of scientific vocabulary in the reception class/Year 1 class using sounds and the definition of biological terms in Year 6.
123. Science is well coordinated. The recently published Qualifications and Curriculum Authority's exemplar scheme of work is being incorporated into the school's scheme of work to ensure expectations are sufficiently high for the full range of ability and that all aspects of the

Programmes of Study are studied in sufficient depth. Ongoing assessment procedures are good as they identify pupils' individual strengths and weaknesses, and record what pupils know, understand and can do. However the school has started to use the Qualifications and Curriculum Authority's expectations as a means of recording pupils' progress. This is to ensure accurate assessment informs planning of work that meets the needs of the full range of ability in the school. There is a satisfactory range of resources but the lack of easy access limits pupils' ability to carry out their own investigations.

129.

OTHER SUBJECTS OR COURSES

129.

129. Information technology

124. On entry to Key Stage 1 pupils' attainment is below national expectations.

125. At the end of Key Stage 1 and Key Stage 2 pupils' attainment is in line with national expectations. Since the last inspection the school has developed a policy for information technology, a computer suite and standards have risen. Pupils' progress is good through Key Stage 1 and satisfactory at Key Stage 2.

126. At the end of Key Stage 1 pupils locate previous work saved, edit lists, for example, change lower case to capitals, remove spaces and change font size and style as in the literacy work on food menus. They create pictures in a graphics package, merge them with text and put borders around their work. Pupils use appropriate vocabulary, for example, 'icon', 'text' and 'file'. They program a 'Roamer' enter text, save and retrieve their work and use the mouse. By the end of Key Stage 2 pupils put data into spreadsheets, search CD-ROMs for information about famous Victorians for history and 'surf the net' in pursuit of source material, for example in history.

127. Pupils' progress is demonstrated through increased word processing skills from inputting simple text at Key Stage 1 to cutting and pasting and using a range of writing conventions, for example poems and newspaper reports, at Key Stage 2. Pupils' increased skills in the use of graphs develop from teacher support at Key Stage 1 to pupils asking their own questions and producing graphs at Key Stage 2, for example, how many boys or girls there are in a survey. In Years 5 and 6 pupils create databases of the pulse rates of pupils in their class and question them to identify, for example, differences between the pulses of boys and girls.

128. Pupils' good progress through Key Stage 1 is exemplified in their ability to use an increased range of word processing skills, for example, coloured text, centering and use of different fonts for different purposes. They also learn to use an increased range of graphical skills to create pictures, choosing suitable tools such as 'brush' or 'pencils' of different sizes, erase marks not required and choose appropriate colours and textures for backgrounds. Pupils' make satisfactory progress through Key Stage 2 using information technology and this is demonstrated through increased word processing skills from inputting simple text at Key Stage 1 to cutting and pasting and using a range of writing conventions, for example, poems and newspaper reports at Key Stage 2.
129. Pupils with special educational needs make satisfactory progress. Where appropriate pupils' individual education plans use information technology as a vehicle for pupils to achieve the targets set for them. Teachers know their pupils and sound planning ensures satisfactory provision.
130. Information technology supports literacy through a significant amount of word processing and presentation of pupils' work throughout the school. Pupils' numeracy and mathematics skills are supported through information technology, for example, through the use of programs to consolidate addition and subtraction and for Year 4 pupils to draw graphs from a class database.
131. Pupils' attitudes to information technology are good. They listen attentively to the teacher or to the classroom assistant and thoroughly enjoy the subject. They show high levels of interest and concentration when using information technology. They ask for help when they need it and are eager to help other pupils in difficulty. They behave well when using information technology and act responsibly when not directly supervised, especially during lunch break. They are able to work independently and in small groups. Pupils find programs that test their knowledge and understanding stimulating and talk enthusiastically about their work.
132. As only two lessons of direct teaching of information technology were seen it is not enough to make an overall judgement on teaching. However, the quality of the two lessons, one in each key stage, was satisfactory. Teachers have a secure knowledge of the use of information technology and have a clear understanding of what needs to be taught. Some teachers have highly developed information technology skills and use these to great positive effect on pupils' attainment and progress. Time and resources are well used and relationships and pupil management is good. Information technology is coordinated well. The recently published Qualifications and Curriculum Authority's exemplar scheme of work is being incorporated into the school's scheme of work to ensure expectations are sufficiently high for the full range of ability and that all aspects of the Programmes of Study are studied in sufficient depth. Assessment procedures are satisfactory, and are undergoing revision to address the Qualifications and Curriculum Authority's work. The school has started to use the Qualifications and Curriculum Authority's expectations as a means of recording pupils' progress. There is a good range of resources of good quality and good use is made of the computer suite.

138.

138. **Religious education**

133. Pupils attain standards which are in line with targets set out in the local authority agreed syllabus for religious education at the end of Key Stage 1 and Key Stage 2 and make sound progress at both key stages. Only one lesson was observed but examination of school planning, past work and discussion with pupils indicate that an appropriate curriculum is followed.
134. In their development of values and beliefs, pupils in Key Stage 1 think about experiences which are joyful and painful. The lesson observed in Key Stage 1 focused on special people and

occasions, and baptism, with very good use made of the Register of Baptism from the village chapel. Very young pupils understand that everybody is special to someone. They consider times when they have been frightened or upset.

135. In Key Stage 2 older pupils think about ceremonies of initiation in different religions and the associated naming rituals. They understand the symbolic significance of the candle, water and oil used in Christian baptism, and symbols in other religions such as the prayer mat, mussalla, in Islamic religion. The oldest pupils know that deities differ according to religious belief and some also understand the difference between atheism and agnosticism.
136. Pupils are interested in religious education. They are attentive in lessons and apply themselves well to the tasks which they are given.
137. Not enough teaching was seen in religious education for a judgement to be made on the quality of teaching. Teaching was seen in only one lesson which was timetabled during the inspection. In the lesson seen teaching was good. Teachers' planning is effective. They have good subject knowledge, and planning shows that the lessons are stimulating to engage the interest of the pupils. Questions are skillfully used to deepen pupils' understanding of the matters under consideration.
138. There is a helpful scheme of work based on the local authority's agreed syllabus. Although the school makes good use of its resources in the local community, it has few artefacts of its own to support the work on different religions, which hinders the pupils' attainment and progress. There is an enthusiastic coordinator who ensures that the subject is addressed properly in school and is looking to develop it further. However, lack of time for coordinating the subject is a drawback in this process. The school celebrates the rich diversity of multi-faith religions, although this is not supported through visits to places of interest and visitors to the school.

144.

Art

139. Only one art lesson was observed during the inspection. Scrutiny of pupils' current work, art portfolios, and displays indicate that attainment in art is broadly in line with expectations at the end of both key stages and pupils make satisfactory progress. However the work produced by a number of pupils far exceeds expectations. Scrutiny of teachers' planning indicates that the required range of art skills are planned for and taught.
140. Work by Class 1 pupils included a good quality, very colourful mini-beast spiral on fabric using a flour and water batik technique. Class 3 used a similar batik resist medium to create Indian style artwork in a link with a geography topic. Paintings on display inspired by the work of Georgina O'Keefe were good, as were the decorated coil clay pots made by pupils in Year 3. Bird and flower studies displayed around the school demonstrated good colour and form and the 'Rogues' Gallery' of self portraits showed an appreciation of proportion and sound paint mixing techniques to create skin tones. Whilst the number of works on display represents only a proportion of the pupils, the use of colour, different materials and the quality of finish is often above expectations. Care is taken to ensure the contributions are shown off to the best advantage. The displays enhance the image of art throughout the school. Pupils with special educational needs take a full part in all lessons and make sound progress.
141. The curriculum is broad and balanced and the management of art is good. Useful portfolios of pupils' artwork have been compiled which may well be used effectively to support planning. The coordinator has overseen the development of a detailed and appropriate policy and scheme of work based upon the Qualifications and Curriculum Authority model. She gives good support to her colleagues and last year monitored the provision of art throughout the school.

142. Resources are satisfactory overall, with access to a kiln. They are stored centrally and around the school and are readily accessible.

Design and technology

143. As a consequence of the time-tabling of design and technology, no lessons were observed during the inspection. Scrutiny of pupils' work, displays, teachers' planning, and discussions with the coordinator indicate that with the exception of food technology and the disassembling of electrical and mechanical components the required range of design and technology skills are planned for and delivered. Pupils achieve expected standards and all pupils including those with special educational needs make satisfactory progress. Pupils are able to talk about what they make and about the materials they use.
144. Many younger pupils at Key Stage 1 demonstrate sound manipulative and making skills in articles related to their topics or lessons, as when making models of houses.
145. Class 1 pupils have made a collection of decorated hats using card and other materials and planned and made three-dimensional models of houses linked to a geography project. Class 3 pupils use their knowledge of nets to design and make various boxes as packaging, whilst Class 4 pupils draw up plans, make and evaluate a series of working models using levers and cams. Work seen showed that the pupils could choose from a range of materials and use tools for cutting and fixing with varying degrees of skill.
146. The coordinator has overseen the production of a satisfactory policy and a scheme of work based upon the Qualifications and Curriculum Authority model. Overall resources for the delivery of the design and technology curriculum are unsatisfactory. They are supplemented by teachers' own materials and tools and are enhanced to meet the needs of the aspect being taught. They are stored centrally and in various other spaces, and are accessible and used well.

Geography

147. Standards of attainment at the end of both key stages are in line with those usually found in most schools for pupils of this age.
148. By the end of Key Stage 1 many pupils can identify the countries of the United Kingdom. Some pupils have a sound awareness of places beyond their own area and can name a number of other countries, recalling European and world-wide locations visited on holiday. Pupils can identify attractive and unattractive features of their own village locality as they explain where they live. They are able to describe how they travel to and from the school, to local towns and resorts. Reception and Year 1 pupils increase their knowledge and understanding of their world as they explore the school environment and make short excursions into the village.
149. At Key Stage 2 pupils develop their knowledge of places and environments. Their knowledge of weather patterns increases as they study the main features of hot and cold places. By the end of the key stage pupils have had experience of comparing and contrasting their local environment of Bradworthy with that of Caribbean St Lucia. They understand how temperatures differ throughout the world and their geographical vocabulary is developing as they describe coastal, desert and equatorial regions. Pupils are made familiar with and compare life in different countries and continents as Year 5 and 6 pupils consider comprehensively India with its many different locations and religions. The information presented in an excellent Class 4 display covers the whole range of the curriculum.
150. Insufficient lessons were seen to make a secure judgement on the quality of teaching. From the few lessons observed and the scrutiny of pupils' work it is judged to be satisfactory. The

lessons seen were generally well planned and prepared and teachers were enthusiastic and supportive. Clear instructions were given and appropriate resources were introduced to stimulate pupils' interest.

151. Overall pupils' attitudes and behaviour are satisfactory. In lessons they work with interest and enthusiasm. Pupils cooperate well and use and share resources sensibly. Pupils' experiences in geography are enhanced by the good use of the school, the local environment and by residential trips.

History

152. From the examination of pupils' past work and through discussion with pupils, standards appear broadly in line with that expected for pupils of their age at both Key Stages 1 and 2 and pupils make satisfactory progress in both key stages.
153. Scrutiny of work and discussions with the pupils at Key Stage 1 show that by the end of Key Stage 1, most pupils have appropriate historical knowledge and they begin to understand the passage of time by discussing the differences between the past and present relevant to their own lives and those of relatives. They can talk about famous people and recall various types of past events.
154. By the end of Key Stage 2, most pupils have appropriate knowledge of the periods they have studied, and can discuss the reasons for the main events and changes. Most can make appropriate contrasts between past and present, and some have developed a good understanding of the characteristic features of periods of history and an ability to make links between these, as was seen when pupils in the Year 6 class had studied closely the Victorians. They had also used their grandparents as a resource in their study of Britain in the 1930s and World War II.
155. There were no history lessons taught during the inspection so no overall judgement can be made about the quality of teaching. The cycle of history meant that during the inspection week history is not in the curriculum cycle. Planning shows that there is a good focus on the changes within the Victorian period, rather than a description of the time, that directs the pupils to the higher levels of achievement. There were very clear explanations and very sharp questioning planned that is designed to keep the level of challenge high and set an excellent tone of intellectual challenge.
156. Pupils' attitudes to history are good. They are keen to discuss what they have learned and most take pride in their work. It is clear from talking to pupils, looking at their past work, that they enjoy work in history. Pupils identify some of the features of past societies in their studies of the Victorians, including issues around crime and punishment. Pupils with special educational needs make good progress against their prior attainment.
157. Pupils acquire facts orally about earlier times and use their literacy skills to the full to find and record information from alternative sources such as books, photographs and CD-ROM, for example in the study of famous Victorian people such as Florence Nightingale and Louis Pasteur.
158. The school has a poor range of artefacts of its own to support the element of historical enquiry. There is an enthusiastic coordinator who enthuses the pupils and the staff. However, there is still not enough time for the coordinator to develop the subject or to successfully monitor the subject development in classes.

Music

159. Only two music lessons, one in each key stage, were seen, therefore no judgements can be made as to standards of attainment or progress. However it was observed during those lessons that pupils sing tunefully, are able to maintain pulse and rhythm with just their voices and some percussion instruments, and have knowledge of some orchestral instruments and musical terms.
160. Music is used during assemblies as a tool for reflection, and in other subjects such as English when pupils display an ability to appreciate the effects made and feelings evoked by different styles of music. Social skills are enhanced by participation in concerts and outside music festivals. Pupils in Key Stage 1 sing a range of familiar songs with enthusiasm and developing intonation. They demonstrate a good understanding of the dynamics of the songs, singing softly or loudly as is required by the music. The youngest pupils make musical instruments that produce sounds in different ways, for example, by being shaken. Key Stage 2 pupils read and play high, median and low notes from basic notation. Pupils sing songs with clear diction and good intonation and use their voices to convey meaning in conversational format. Older pupils are learning to recognise the offbeat in the songs they sing. Pupils participate enthusiastically in musical activities. They perform well in small groups, class groups or as a whole school and show awareness of each other's contributions. Some pupils perform confidently both as soloists and as a group with enthusiasm and musicality.
161. A judgement of teaching standards is also limited but the small amount of teaching observed was very good and displayed very good subject knowledge and expertise, careful preparation and effective strategies for helping pupils to display and extend their learning. The teacher exudes confidence, knowledge and enthusiasm to such an extent that all those who come into contact with him want to be involved in the lesson. The teacher manages pupils well and successfully motivates them to perform creatively. Lessons are generally planned well. In the lessons seen, opportunities were provided for pupils to evaluate their own and each other's performances. The school has a coordinator who is keen and enthusiastic.
162. Pupils generally enjoy taking part in musical activities at the school. There is a real sense of enthusiasm whilst singing during assemblies and lessons and they are eager to volunteer to use musical instruments. This is encouraged by the open enthusiasm of the teacher. Behaviour is generally good.
163. Examination of planning documents and discussion with the music coordinator gave evidence of adequate coverage of the subject in performing, listening and appraising, although there are limited opportunities for composition. The school has purchased the services of a very good specialist teacher to assist non-specialists to deliver the subject with more confidence and to ensure curriculum coverage.
164. There is no specialist accommodation for the subject and lessons take place in the hall or in the classrooms, some of the latter being too small for the successful achievement of some musical activities. Resources are adequate, with a suitable selection of tuned and untuned instruments, although the coordinator recognises that some additional multi-cultural instruments are desirable and some further teaching aids such as flash cards or the use of computer programs would be especially helpful to non-specialist staff.

Physical education

165. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons which included games, gymnastics and extra-curricular activities.
166. At both key stages pupils achieve expected standards in physical education overall, with a

number of pupils reaching above expectations in games at the end of Key Stage 2. Pupils make sound progress overall at both key stages.

167. At Key Stage 1 most pupils have developed sound coordination when using large body movements and can travel and stop with good control. In gymnastics pupils show confidence when working cooperatively and a number of pupils create good sequences of movement linking balances and rolls. However most pupils are more concerned with the activity of the movements and there is little emphasis on quality.
168. At Key Stage 2 pupils move around the playground with increasing control, and demonstrate a good range of passing and retrieving skills when playing games. School teams have enjoyed considerable success in local tournaments and inter-school competitions.
169. Pupils are appreciative of each other's efforts, but at times are given insufficient guided opportunity to evaluate their own or others' performances. Most pupils are able to meet the swimming requirements of the National Curriculum at the end of Key Stage 2. Pupils with special educational needs are well supported. They make sound progress and achieve results which enhance their self-esteem.
170. The majority of pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and the great majority is appropriately changed into sports clothing. They are willing to share ideas, work cooperatively and make good use of opportunities to practise their skills. Behaviour is good, apparatus is sensibly and responsibly used and in competitive situations pupils show due regard for rules and fair play.
171. The quality of teaching is good. Teachers' enthusiasm for physical education is obvious. Mostly teachers' knowledge is at least adequate and often good. They manage pupils well, and use pupil performance to effectively demonstrate achievement and to encourage others. The best practice sees teachers encouraging pupils to observe and evaluate their own actions and those of others to improve performance. Pupils are active for most of the time and the majority of lessons are well planned and appropriate.
172. The enthusiastic coordinator manages the subject well and gives good leadership. The very good provision for a number of successful extra-curricular activities and clubs considerably enhances the curriculum, as does the experience gained by pupils on residential visits.
173. Resources overall are satisfactory, with a small but suitable hall, adequate hard playing area and a good, well-positioned playing field.

179. **PART C: INSPECTION DATA**

179. **SUMMARY OF INSPECTION EVIDENCE**

174. A team of three inspectors, including a lay inspector, spent a total of seven days in the school. The inspection included 57 observations including 37 lesson observations, registration sessions and discussions with pupils.
175. Time spent on lessons, interviews with pupils and work scrutiny was a total of 31 hours.
176. Discussions were held with members of the governing body, the headteacher, teaching staff, members of the support staff, parents and visitors to the school:

- the work of a representative sample of 21 pupils was scrutinised, and 21 were heard reading;
- discussions were held with pupils on their mathematical, scientific, information technology knowledge and design and technology knowledge;
- a range of documentation and information was studied including all policies whether pastoral or educational;
- at a parents' meeting inspectors listened to their views on the work of the school.
- 35 questionnaires were returned and analysed;
- eight parents also submitted additional written comments, which were read in confidence by the registered inspector before the inspection;
- the budget figures were analysed.

• **DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	111	2	28	9

• **Teachers and classes**

• **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	4.7
Number of pupils per qualified teacher:	23.62

· **Education support staff (YR - Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	59

· **Average class size**

Average class size:	27.8
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· **Financial data**

Financial year:	1998 - 1999
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	£
Total income	192,635
Total expenditure	185,205
Expenditure per pupil	1,871
Balance brought forward from previous year	4,363
Balance carried forward to next year	11,793

PARENTAL SURVEY

Number of questionnaires sent out:	76
Number of questionnaires returned:	35

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	54	43	0	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	57	43	0	0	0
The school handles complaints from parents well	25	54	21	0	0
The school gives me a clear understanding of what is taught	17	69	9	6	0
The school keeps me well informed about my child(ren)'s progress	20	63	11	6	0
The school enables my child(ren) to achieve a good standard of work	40	54	3	3	0
The school encourages children to get involved in more than just their daily lessons	51	46	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	62	6	6	0
The school's values and attitudes have a positive effect on my child(ren)	41	44	15	0	0
The school achieves high standards of good behaviour	43	49	9	0	0
My child(ren) like(s) school	57	37	3	3	0