

## **INSPECTION REPORT**

**Malborough with South Huish CofE Primary School**  
Kingsbridge

LEA area: Devon

Unique Reference Number: 113399

Headteacher: Mr A R Boyce

Reporting inspector: Mr Peter Brock

Dates of inspection: 15th – 18th November 1999

Under OFSTED contract number: 707216

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |   |
|------------------------------|---|
| Type of school:              | Infant and Junior                             |
| Type of control:             | Voluntary                                     |
| Age range of pupils:         | 4 to 11                                       |
| Gender of pupils:            | Mixed   |
| School address:              | Malborough<br>Kingsbridge<br>Devon<br>TQ7 3RN |
| Telephone number:            | 01548 561444                                  |
| Fax number:                  | 01548 561343                                  |
| Appropriate authority:       | The governing body                            |
| Name of chair of governors:  | Father John Sweatman                          |
| Date of previous inspection: | November 1995                                 |

## INFORMATION ABOUT THE INSPECTION TEAM

| <b>Team members</b>                    | <b>Subject responsibilities</b>  | <b>Aspect responsibilities</b>  |
|--|--|---|
| Mr Peter Brock<br>Registered Inspector | English<br>Information technology<br>Art<br>Music<br>Physical education<br>Special educational needs | Attainment and progress<br>Teaching<br>Leadership and management<br>The efficiency of the school  |
| Mrs Ann Bennett<br>Lay Inspector       | Equal opportunities  | Attitudes, behaviour and personal development<br>Attendance<br>Pupils' spiritual, moral, social and cultural development<br>Support, guidance and pupils' welfare<br>Partnership with parents and the community |
| Mrs Mary Kelsey<br>Team Inspector      | Mathematics<br>Science<br>Design and technology<br>History<br>Geography<br>Under-fives               | The curriculum and assessment<br>Staffing, accommodation and learning resources   |

The inspection contractor was:

Gemini Inspections Ltd  
Brinkwells  
Storrington Road  
Thakeham  
West Sussex RH20 3EQ

01798 815787

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## MAIN FINDINGS

### What the school does well.

- Pupils' attitudes towards work are very good;
- Pupils' behaviour and relationships with each other are excellent;
- The school encourages pupils to take on responsibilities and they are good at this;
- Attendance at the school is good, and punctuality in coming to school is excellent;
- Teachers' management of pupils is good and so is their teaching of science and physical education;
- The range of extra curricular activities is very good;
- The school makes very good provision for pupils' moral development and excellent provision for their social development;
- Provision for the support, guidance and welfare of pupils is good;
- Procedures for monitoring pupils' progress and personal development are good;
- There is a very strong and active partnership between the school and parents;
- Site management is good and the school is clean and tidy;
- Provision for music is good.

### Where the school has weaknesses

- I. Computer programs are not used sufficiently widely and regularly to support curriculum subjects;
- II. Not all the key issues from the last inspection have been addressed in full;
- III. Teachers do not expect sufficiently high standards of work from higher attaining pupils;
- IV. Teachers do not give sufficient guidance to pupils when marking written work.

**The weaknesses are considerably outweighed by what the school does well, but they are important and 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 satisfactory progress with improvements in most areas of concern but it has not made sufficient progress in others. It has succeeded in maintaining standards in all subjects and has improved standards in design and technology at both key stages. It has made some progress in increasing opportunities for pupils to use information technology across the curriculum and has widened the range to include some control technology but it has not developed pupils' skills in data handling. It has been successful in improving whole school curriculum planning to provide a clear framework for the allocation of the content of the National Curriculum Programmes of Study from reception to Year 6.

The school has been successful in devising and implementing schemes of work for most subjects both to

support the teachers' planning and ensure that learning is continuous and progressive within each subject but not in art, music and physical education. It has not succeeded in making greater use of assessment to inform teaching and learning for all pupils and particularly to provide more challenging tasks for the able and talented pupils. It has succeeded in improving school development planning to include costings linked clearly to identified priorities with success criteria but the criteria are too general and lack specific focus. Furthermore, the governors do not ensure that the cost effectiveness of spending decisions is evaluated.

The school has made some progress with the development of the roles and responsibilities of governors, senior management and subject co-ordinators. This includes the recent introduction of the monitoring of literacy and numeracy by the subject co-ordinators and the introduction of subject specific visits by members of the governing body. It has ensured that the governors' revised statutory policies are put in place.

The school is in a sound position to improve further because the headteacher and chairman have a secure understanding of what needs to be done.

### Standards in subjects

The 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 | <b>Key</b>                |          |
|----------------|---------------------------|-------------------------------|---------------------------|----------|
|                |                           |                               | <i>well above average</i> | <i>A</i> |
|                |                           |                               | <i>above average</i>      | <i>B</i> |
|                |                           |                               | <i>average</i>            | <i>C</i> |
|                |                           |                               | <i>below average</i>      | <i>D</i> |
|                |                           |                               | <i>well below average</i> | <i>E</i> |
| English        | D                         | E                             |                           |          |
| Mathematics    | B                         | B                             |                           |          |
| Science        | C                         | D                             |                           |          |

This information shows that, for the 1999 summer Year 6 children, the school is achieving average standards in science, above average standards in mathematics and below average standards in English. Compared with similar schools, standards are above average in mathematics, below average in science and well below average in English. The main reason for the lower grade in English and science is because higher attaining children did not reach their full potential. In addition, three of the children with lower grades joined the school part way through the key stage. By the time they are five, children's standards in English and mathematics are average. Standards of the present Year 2 and Year 6 children are average in English, mathematics and science. Work seen in other subjects of the curriculum is at a level expected for children of this age.

### Quality of teaching

| Teaching in:           | Under 5      | 5 - 7 years  | 7 - 11 years |
|------------------------|--------------|--------------|--------------|
| English                | Satisfactory | Satisfactory | Satisfactory |
| Mathematics            | Satisfactory | Satisfactory | Satisfactory |
| Science                |              | Good         | Good         |
| Information technology |              | Satisfactory | Satisfactory |
| Other subjects         | Satisfactory | Satisfactory | Satisfactory |

The quality of teaching is satisfactory overall. Teaching was satisfactory or better in 100 per cent of lessons seen. In 37 per cent it was good or better and in 5 per cent it was very good. There was no unsatisfactory teaching seen. A particular strength of teaching in all classes is the pleasant and caring relationships that teachers have with pupils. Where teaching is good, teachers expect pupils to work hard and to make the most of the time available for the lesson. In good lessons, teachers also extend the higher attaining pupils to their limit.

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                                       | Children's ability to co-operate with each other develops rapidly as they move through the school and their behaviour is excellent.   |
| Attendance                                      | Attendance is good and punctuality is excellent. Some children take family holidays during term time. This interrupts their progress in school.   |
| Ethos*  | This is very good. It reflects the secure and firm relationships that exist between most children and all staff and the high level of commitment of staff to the well being and development of pupils.  |
| Leadership and management                       | The school has a sound management team that make sensible use of the strengths of its individual members. The headteacher shows a deep concern for the welfare of all children at the school.   |
| Curriculum                                      | The quality of both the curriculum and assessment is satisfactory overall. However, short term planning does not always provide sufficiently for higher attaining pupils and assessment in music, art and physical education is underdeveloped.   |
| Pupils with special educational needs           | Provision in this area is satisfactory as is the progress that lower attaining children make. Higher attaining children are not set sufficiently high targets to achieve overall.   |
| Spiritual, moral, social & cultural development | These areas are good overall. Children receive balanced guidance for their spiritual and cultural development. Provision for their moral development is very good and excellent for the growth of their social skills.  |
| Staffing, resources and accommodation           | All areas are satisfactory overall. The school has managed the recent absences of staff effectively. Arrangements for the professional development of staff are good. However, the lack of its own hall and field means that too much teaching time is lost in walking to and from the nearest venue. |
| Value for money                                 | The school provides satisfactory value for money. The level of attainment, progress of children, attitudes to work and the quality of teaching contribute to this judgement.  |

\* *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  | What some parents are not happy about   |
|--|---|
| V. Attitudes and values the school promotes;<br>VI. Help and guidance available to children;<br>VII. Parents are welcomed and encouraged to take part;<br>VIII. Headteacher and teachers react positively to suggestions or complaints.<br>IX. Information technology has improved since the last inspection;<br>X. Information for parents has improved;<br>XI. Teachers know children very well. | XII. Level of curriculum detail provided for parents;<br>XIII. Level of homework given;<br>XIV. Feedback on homework given;<br>XV. Element of repetition in work;<br>XVI. Emphasis on the core subjects has a negative effect on the foundation subjects;<br>XVII. Lack of staff enthusiasm for sports;<br>XVIII. Level of challenge in some areas. |

The inspection team agrees with the positive views of parents. The team considers that two of the aspects listed under 'What some parents are not happy about' are significant. The first is the feedback on homework. Where homework is given, marking does not indicate clearly how children can make the next step towards improvement. The second is the level of challenge in some areas. Higher attaining pupils are not extended as much as they could be in some important areas. The team strongly disagrees with the comment about the lack of staff enthusiasm for sport. During the inspection week, all team members were impressed with the enthusiasm of teachers and their willingness to lead by example in physical education.

## KEY ISSUES FOR ACTION

**In order to further raise standards, the governors, headteacher and staff with management responsibilities should:**

1. Further develop the effectiveness of information technology in all classes by:
  - increasing the way in which computer programs are used to support the learning of pupils across other areas of the curriculum;
  - increasing the regularity of use as an integral part of each school day.

*(Paragraphs 10, 13, 16, 35, 37, 39, 65, 75, 80, 87, 96, 102,121, 127, 128,129, 130, 136 and 166.)*

1. Increase the effectiveness of the management of the school by ensuring that:
  - governors develop clear and precise ways of evaluating the degree of success of spending decisions in their school development plan;
  - all key issues from the last report are implemented in full.

*(Paragraphs 36, 44, 45, 64, 66, 77, 161, 166 and 173.)*

1. Continue to develop the quality of teaching by ensuring that teachers:
  - Raise their expectations of what higher attaining pupils can achieve in English, mathematics and science in particular;
  - Improve the quality of presentation of pupils' written work;
  - Improve the quality of their marking so that comments guide pupils on how they may improve their work;
  - Increase the pace of lessons (particularly in upper Key Stage 2) by making clear to pupils what they are expected to achieve by the end of the lesson;
  - Use assessment results to guide them in planning future lessons.

*(Paragraphs 8, 10, 12, 27,28, 31, 32, 35, 45, 58, 72, 75, 91, 95, 96, 98, 99, 103, 109, 111, 121, 123, 130, 136,153, 160 and 166)*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs:

*(11, 12, 14, 18, 22, 25, 38, 44, 47, 50, 51, 54, 55, 59, 80, 81, 84, 88, 89, 90, 93, 99, 106, 109, 112, 119, 137, 139, 140, 144, 145 and 164.)*

## **INTRODUCTION**

### **Characteristics of the school**

1. Malborough with South Huish Primary School is located in the village of Malborough and was opened in 1872 as a Church of England Elementary School. Additions of a 'mobile' classroom and a swimming pool were made in the nineteen sixties and an additional portable classroom has been added since then. With the help of the Parent Teachers Association, the school now enjoys the new facilities of a dining room and a mezzanine library. The school does not have its own hall facilities for physical education but makes use of the village hall for this purpose. There is an adjacent voluntary pre-school play group that has regular contact with Class One and makes use of the playground.
2. There are 94 children on roll – 39 boys and 55 girls. Five children were under five at the time of the inspection. The school does not have a nursery. Information from the available base line assessments shows that the attainment of children on entry to the school is average. Seven children are on the special education needs register. One of these has a Statement of Special Educational Need. No children come from minority ethnic groups where English is an additional language. This is lower than in most schools. About 99 per cent of children come from a white United Kingdom heritage background.
3. The school serves the rural and coastal parishes of Malborough and South Huish, containing the villages of Malborough, South Huish, Galmpton, Hope Cove, Bolberry and Combe. The percentage of parents with higher education is 14.9 per cent. This is slightly higher than the national average. The take up of free school meals is approximately 13 per cent which is below the national average. There are no particular problems with this area.
4. The present headteacher has been in post for 25 years and took the school through its first inspection. The school is aware of the need to build on its previous successes and aims to ensure that children develop socially and educationally as individuals and as members of a class, school team or other group. Pupils are expected to take their share of responsibility for their school. The school aims to maintain a caring atmosphere in which pupils and their families are supported, and to ensure that this caring ethos will be carried forward by pupils into their future lives.
5. Some of the areas identified for improvement through to the year 2000 are to:
  - maintain current staffing levels;
  - continue to develop the roles and responsibilities of governors, senior management and curriculum co-ordinators;
  - improve resources in information technology;
  - continue the policy review programme;
  - establish a monitoring programme;
  - further develop out of school club activities;
  - continue to resource the literacy and numeracy strategies;
  - augment science resources.

## Key Indicators

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

| Number of registered pupils in final year of Key Stage 1 for latest reporting year: |          |        | Year    | Boys        | Girls       | Total |
|---|----------|--------|---------|-------------|-------------|-------|
|   |          |        | 1999    | 6           | 11          | 17    |
| <b>National Curriculum Test/Task Results</b>  |          |        | Reading | Writing     | Mathematics |       |
| Number of pupils at NC Level 2 or above   | Boys     | 5      | 5       |             | 5           |       |
|   | Girls    | 10     | 10      |             | 11          |       |
|   | Total    | 15     | 15      |             | 16          |       |
| Percentage at NC Level 2 or above   | School   | 88(92) | 88(85)  |             | 95(100)     |       |
|   | National | 81(81) | 81(81)  |             | 84(84)      |       |
| <b>Teacher Assessments</b>  |          |        | English | Mathematics | Science     |       |
| Number of pupils at NC Level 2 or above   | Boys     | 5      | 5       |             | 5           |       |
|   | Girls    | 10     | 11      |             | 10          |       |
|   | Total    | 15     | 16      |             | 15          |       |
| Percentage at NC Level 2 or above   | School   | 88(85) | 94(100) |             | 88(77)      |       |
|   | National | 81(80) | 85(84)  |             | 86(86)      |       |

Percentages in parentheses refer to 1998

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

| Number of registered pupils in final year of Key Stage 2 for latest reporting year: |          |        | Year    | Boys        | Girls   | Total |
|---|----------|--------|---------|-------------|---------|-------|
|   |          |        | 1999    | 6           | 6       | 12    |
| <b>National Curriculum Test Results</b>   |          |        | English | Mathematics | Science |       |
| Number of pupils at NC Level 4 or above   | Boys     | 3      | 4       |             | 4       |       |
|   | Girls    | 5      | 5       |             | 5       |       |
|   | Total    | 8      | 9       |             | 9       |       |
| Percentage at NC Level 4 or above   | School   | 67(61) | 75(61)  |             | 75(44)  |       |
|   | National | 65(63) | 59(62)  |             | 69(68)  |       |
| <b>Teacher Assessments</b>  |          |        | English | Mathematics | Science |       |
| Number of pupils at NC Level 4 or above   | Boys     | 4      | 4       |             | 4       |       |
|   | Girls    | 5      | 5       |             | 3       |       |
|   | Total    | 9      | 9       |             | 7       |       |
| Percentage at NC Level 4 or above   | School   | 75(72) | 75(72)  |             | 58(67)  |       |
|   | National | 65(63) | 65(64)  |             | 72(68)  |       |

Percentages in parentheses refer to 1998

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- 

**Attendance**

|   |              |                           |  |     |
|---|--------------|---------------------------|--|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year: |              |                           |  | %   |
|   | Authorised   | School                    |  | 5.7 |
|   | Absence      | National comparative data |  | 5.7 |
|   | Unauthorised | School                    |  | 0.1 |
|   | 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      |

**Quality of teaching**

Percentage of teaching observed which is :

|                        |     |
|------------------------|-----|
|                        | %   |
| Very good or better    | 5   |
| Satisfactory or better | 100 |
| Less than satisfactory | 0   |

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

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

#### **Attainment and progress**

1. The school's baseline assessments show children whose attainment spans the full range. However, the majority are average on entry to full time education. Most children are at the level expected of a typical five year old in the early stages of reading, writing, number work, creative and physical development and knowledge and understanding of the world by the age of five years. They make satisfactory progress in all six areas of learning.
2. The standard of attainment is average overall for both key stages. By the end of Key Stage 1, the standard of attainment in reading is above average and average in writing and mathematics. The teacher assessment and test results for the 1999 Year 2 pupils indicate similar levels in mathematics. In writing they were higher and in reading they were lower. These results indicate that, compared with similar schools, attainment in reading is the same, attainment in writing is higher and attainment in mathematics is lower.
3. By the end of Key Stage 2, the standard of attainment is average in English, mathematics and science. The teacher assessment and test results for 1999 indicate similar levels in science, higher levels in mathematics and lower levels in English. These results indicate that, compared with similar schools, attainment in English is well below average, attainment in mathematics is above and attainment in science is below. The main reason for the less favourable results when compared with similar schools is that teachers at Key Stage 2, in particular, do not place sufficient emphasis on the standards of work that higher attaining pupils can achieve. Pupils' attainment in information technology is at a level expected for pupils of this age by the time that they leave school.
4. Trends in attainment since the last inspection have remained similar in both key stages in English, mathematics and science. The dip in the 1998 tests is attributable to three main reasons. The first is the variation in ability between the test groups from year to year. The second is the level of expectations of teachers for higher attaining pupils and the third is the imbalance of emphasis in the teaching of aspects of science.
5. Pupils' knowledge, understanding and use of information technology has improved as a direct result of the increased quality of teaching of the subject and, more recently, because of the positive impact of new computer hardware. The school sets realistic targets for improvement overall. These are appropriate for the level of ability of most pupils but not high enough for older higher attaining pupils in Key Stage 2.
6. Progress throughout the under-fives is satisfactory overall. Children develop their social and personal skills through a variety of classroom activities that help them to take turns and to share and be kind to each other. In language, they have difficulty in waiting their turn to speak but begin to develop their social skills as they begin to re-tell stories within a group. They learn to write their own names and begin to enjoy taking books home to read. In mathematics, children learn to recognise a sequence of numbers and sort objects by shape and colour. As they develop their vocabulary, they increase their knowledge of mathematical words. Children learn about the world through lessons that make use of the local environment and they gain a simple understanding of history through their lessons on soft toys. Children develop ball control skills

and increase their ability to hop, skip and run with confidence. They mix paints and use this medium to express their feelings and ideas through some delightful pictures. However, the creative elements of role-play are not sufficiently developed because they do not receive sufficient direct adult guidance.

7. In both key stages, progress is satisfactory in all subjects of the curriculum. In English, pupils increase their ability to pay attention and concentrate as they move through the school. Their listening skills are weak when they enter Class One as under-fives but, by the time they are in Class Four, they listen to stories with enthusiasm although they remain fairly reluctant to express their thoughts to others. Pupils develop their ability to read fluently and older pupils become reasonably proficient at understanding the more subtle meanings in the writings of some of their authors. They make steady progress with their writing skills but their handwriting skills are under-developed and their presentation is often unsatisfactory. Higher attaining pupils do not achieve as much progress as they are capable of making.
8. In mathematics, pupils develop their knowledge and understanding of place value and apply this successfully to the four rules of number by the time they are in Year 6. They learn to investigate and record their findings in a variety of forms. Pupils develop the skills required to solve problems through a variety of strategic approaches but they do not make sufficient use of information technology to enhance their learning.
9. In science, pupils improve their knowledge and understanding of scientific knowledge steadily as they move through the school. They increase their understanding of the differences between metals and non-metals and develop their problem solving skills to sort out faults within electrical circuits. They create their own experiments to find out more about the effects of friction although the opportunities for them to design and carry out their own investigations are limited.
10. Appropriate emphasis is placed upon the development of pupils' literacy and numeracy skills across the curriculum. Good examples are seen in work on The Armada and Francis Drake in history and in graph work in science on the weights of objects in and out of water.
11. Pupils with special educational needs reach standards of attainment that are in line with their abilities and meet the targets laid down in their individual education plans. They make satisfactory progress in all areas of the curriculum except for information technology. This is because the experience they have on computers is not sufficient to enhance the progress of their learning.
12. There are no significant differences in attainment of boys and girls overall and all pupils have equal opportunities to participate in all subjects of the curriculum.
17. **Attitudes, behaviour and personal development**
13. Taken over the school as a whole, pupils show very good attitudes towards their work. When they first arrive in school they find it hard to settle and concentrate. As under-fives, they take some time to learn to sit still, wait patiently and to listen to each other. They find difficulty in understanding that they cannot all contribute answers at the same time when questions are asked. Their progress in developing these skills is slowed because younger pupils continue to join the class throughout the year. However, gradually they expand their own qualities of self-esteem, self-confidence and independence. Pupils make quicker progress as they move further up the school within a stable class group. They concentrate and work together well in pairs, as a group

or on their own for increasing periods of time. Once they are set a task, they get on with it, even if the pace of the lesson slows and there is some discussion off the subject. They show a curiosity in practical work that helps them to form their own ideas and contribute these during discussions at the end of the lessons. In mental maths sessions they are sometimes slow to respond as they ponder the right answer. Pupils enjoy their lessons and the after school activities and appreciate the opportunities provided for them.

14. Pupils' behaviour is excellent throughout the day. They are polite, welcoming visitors into their classroom, keen to offer a chair and to insist that it be used. They show a genuine respect for both the younger playgroup visitors and the caretaker when she visits to take part in a lesson. Pupils talk freely with adults, offer an opinion, and apologise readily. They are trustworthy as evidenced by the fact that the Christmas sleighs containing sweets lay undisturbed for the most part. The high quality of their behaviour enhances their learning opportunities. No pupils have been excluded during this academic year.
15. Relationships between pupils and with all the adults in the school are excellent. They have a clear understanding of right and wrong. They work together well as a team competitively but fairly in games and help each other in class. Pupils know each other well, and play and eat together in mixed age groups. Pupils come into contact with a good number of adults during their school week, and demonstrate the same respect to them all. During the walk to the village hall for physical education they are alert and respond quickly to instructions of their teachers and crossing patrols.
16. Pupils are good at taking responsibility. Older pupils take seriously their lunchtime duties to lay tables, to look after the needs of younger children on their tables, and clear away afterwards. They demonstrate a real family care for the group who are their responsibility at table. In class, pupils clear up thoroughly after practical sessions though, sometimes in doing so, they miss the important summing up. The youngest pupils handle very old toys with great care. Pupils contribute their own prayers in class. They are confident that these will be listened to respectfully by other members of their class.
21. **Attendance**
17. Attendance at the school is good, and punctuality in coming to school is excellent. Most of the absences are for recognised reasons, and there are very few unauthorised absences. Movement to and from the village hall is efficiently carried out, but does take up large amounts of time during the day.
18. The governing body reports absence statistics in its annual report to parents and in the prospectus as required. A few families continue to take term time holidays, as a result of their own business commitments, but this is unchanged since the time of the last inspection.
23. **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

19. The quality of teaching is satisfactory overall. Teaching was satisfactory or better in 100 per cent of lessons seen. In 37 per cent it was good or better and in 5 per cent it was very good. There was no unsatisfactory teaching seen. A particular strength of teaching in all classes is the pleasant and caring relationships that teachers have with pupils.

20. The quality of teaching for the under-fives is satisfactory overall. Work is planned effectively. It is balanced and appropriate attention is given to children's personal and social development. Relationships with children are a strength. Some literacy and numeracy lessons are too long and this detracts from children's ability to concentrate. Also there is not always sufficient focus on other activities particularly when younger children are engaged in choosing what they do. However, the level of teaching of scientific aspects and of the use of the computer is good. The teacher uses secure questioning techniques to help children to understand more clearly.
21. In both key stages, teachers' knowledge and understanding of the Programmes of Study for the National Curriculum subjects is sound. All teachers are secure in their teaching of the numeracy and literacy aspects of the curriculum. Teachers have an appropriate knowledge and understanding of the technical aspects of their subjects. A good example of this is seen in a Class Four literacy lesson connected with the plight of children in the 19<sup>th</sup> century.
22. Teachers' expectations of pupils' work habits and general behaviour are satisfactory overall but there are strengths and weaknesses. Where teaching is particularly effective, as in a Class Three mathematics lesson, teachers make clear to pupils what they expect them to learn by the end of the lesson. This approach has a positive effect on the amount of progress made. However, teachers do not expect sufficiently high standards of handwriting and presentation of work from pupils throughout the school and this detracts from the level of self-esteem that pupils develop.
23. Teachers plan their work effectively in English, mathematics and science but planning for other subjects is not in sufficient detail to ensure that learning is continuous and progressive. Aspects of planning in information technology, art, music and physical education are examples. Most teachers plan appropriate work for pupils of different abilities and make satisfactory provision for pupils with special educational needs, as with spelling groups in Class Four. However, at the upper end of the school, in particular, teachers do not expect sufficiently high levels of work in both quality and quantity from higher attaining pupils. This occurs because some teachers are not clear about the difference between extension work for those who finish and higher level work throughout for those who are capable.
24. All teachers are secure in the organisation of their classes. They use a mixture of teaching approaches that include whole class, group and individual teaching. When teachers use good questioning techniques, as in a Class Two science lesson, pupils are stimulated into action and become keen to learn. All teachers work quietly and encouragingly with pupils and create a pleasant working atmosphere within their classes. This enhances the quality of work achieved.
25. Teachers' management of pupils is good. Where it is very good, as in a Class Three mathematics lesson, teachers relate well with pupils and keep them on task. They are firm and fair in their dealings with pupils and teach with a sense of humour. Teachers listen carefully to what pupils have to say and respond to their comments in a positive and receptive manner. This encourages the development of pupils' self-confidence. Teachers are patient with pupils and quietly insist on sound behaviour and response. This is particularly noticeable in Class One where some younger pupils are disruptive, fidget and shout out in conversation.
26. Teachers' use of time and resources is variable. Often the pace of lessons is not sufficient because teachers do not make clear to pupils how much work is to be completed by the end of the lesson. Where the pace of lessons is fast, as in some physical education lessons, this aspect of good teaching encourages the development of pupils' interest and concentration and this

has a positive impact on the quality of their learning. Where the pace is too slow, as in an English lesson in Class Four, pupils lose interest and make limited progress. In Class One, pupils spend too long sitting at one activity and this inhibits their ability to concentrate and make the most of their lessons. Teachers make appropriate use of classroom helpers.

27. The quality of teachers' daily assessment of pupils' work is satisfactory when they are speaking to pupils. All teachers make positive and constructive comments to pupils during lessons that help them to increase their learning. However, the quality of teachers' marking is not satisfactory. All teachers mark work regularly but most marking is limited to ticks and crosses and the occasional comment. Very few teachers make constructive written comments to pupils about how they may improve their work as, for example, in handwriting. Teachers set appropriate amounts of homework and ensure that the level given takes account of individual pupils' abilities.
28. Teachers and the special needs assistant provide secure support for pupils with special educational needs. They work together effectively and know their pupils well. They ensure that pupils develop their subject knowledge and understanding effectively and make satisfactory progress within a caring environment.
29. Teachers are receptive to pupils' individual needs. They ensure that boys and girls mix well in lessons. They treat pupils fairly and this develops the principles of tolerance and respect effectively. They celebrate the work of pupils of all attainments through displays and demonstrations.
30. The quality of teaching overall has been maintained since the last inspection. It has improved in information technology because teachers have developed their own knowledge and understanding of the subject. However, they do not ensure that pupils make a sufficiently wide use of computer based programs in other areas of the curriculum. There is still a lack of pace and challenge for higher attaining pupils, particularly in upper Key Stage 2. Resources and support for pupils with special educational needs are satisfactory overall but information technology programs are not used frequently enough to support these pupils.
35. **The curriculum and assessment**
31. The school has made satisfactory progress in dealing with most of the curriculum issues raised in the last inspection report. Schemes of work are now in place and being used effectively in all subjects except art, music and physical education. The quality of the medium and long term planning has improved and this has removed some of the variations between subjects. There is now a better balance in the progress pupils make in developing their knowledge, understanding and skills, except in those subjects for which there is still no scheme of work. The short-term plans for all subjects now identify clear learning objectives and give details of resources and assessment opportunities. Although some extension activities are noted, these are often for pupils who work quickly and, except in English and mathematics, short term plans do not differentiate the level of learning for different abilities in each class. This often results in activities that do not offer sufficient challenge for the higher attaining pupils. Some useful links are made between different subject areas, such as that between science and design and technology where pupils in Years 1 and 2 design and make beach buggies as part of their seaside study. Pupils in Years 3 and 4 design and make torches based on their newly acquired knowledge of electric circuits.
32. The curriculum is broad and balanced, and reflects the aims of the school well. The time

allocated to subjects has been reviewed, following a national reduction in the amount of time allocated to subjects other than the core subjects of English, mathematics and science. A reasonable balance has now been achieved. The National Literacy Strategy has been successfully introduced, and the school has made a good start to the gradual phasing in of the new National Strategy for Numeracy. Both literacy and numeracy are used effectively across subjects. National Curriculum requirements are met in all subjects except information technology where there is insufficient coverage of data handling. There is a good programme for the teaching of personal, social, moral and health education, including the provision of education about the use and misuse of drugs. Sex education is taught appropriately as part of the science curriculum.

33. The curriculum for the children under five covers all aspects of the desirable learning outcomes and prepares children for the next stage of learning in most respects. The school is aware of the need to develop the outdoor curriculum more fully, and has plans to provide storage facilities and large outdoor play equipment, once planning permission is received. In addition, the early introduction of the literacy hour limits the time available for other purposeful activities and this has an adverse effect on the needs of the youngest children.
34. All pupils have equality of access to the curriculum and the provision for pupils with special educational needs is satisfactory except in information technology where computer programs are not used sufficiently to support pupils' learning. Lessons planned by class teachers, in consultation with the special needs co-ordinator, are carefully matched to the targets of their well thought out individual education plans. Their attainment and progress is regularly reviewed and data obtained from the various methods of assessment used by their teachers is used to decide what should be taught next to take learning forward. The requirements of the Code of Practice for pupils with special educational needs are being fully implemented.
35. Homework is used effectively to support pupils' learning. It is referred to during lessons, begins in reception and gradually increases as pupils move through the school.
36. The curriculum is broadened by very good extra curricular activities, including sports, art, crafts, recorders, choir and a French club. In addition, the pupils are taken to places of educational interest such as the Plymouth Dome and Blackdown Rings to support work being undertaken in the classroom. The residential visit to the Longlands Centre makes a particularly good contribution to the enrichment of the curriculum in science, history and geography for pupils in Years 5 and 6. Visitors are also invited into school to share their expertise with the pupils, including members of the clergy and the Devon Air Ambulance Service.
37. The school has improved its arrangements for the assessment and recording of pupils' attainment since the last inspection and they are now satisfactory overall. Assessment for children under five is satisfactory. A baseline assessment is carried out shortly after the children start school. This helps the teacher to set realistic objectives for teaching, and there is then ongoing, continuous assessment to monitor each child's progress against the objectives and the targets set for them. In addition, long term evaluation is achieved by keeping a record of the progress children make in achieving the nationally recognised areas of learning.
38. The school complies with statutory requirements for assessing pupils' work in the core subjects of English, mathematics and science at the end of each key stage. In addition, it uses a satisfactory range of other standardised tests to monitor performance. The optional national tests are now used in Years 3, 4 and 5 in English and mathematics, though not yet in science. Assessment information is passed to the next school. A system of collecting a piece of work from each child into a portfolio is carried out during the school's sampling week. This has started with English where teachers have graded work against National Curriculum levels in preparation for whole school moderation later this term.
39. The school is developing systems to assess and record information to enable teachers to support the progress of pupils in other subjects. In information technology a class check list of skills is in place. This records work covered but does not give sufficient information about the progress individuals make. In design and technology, history and geography pupils' progress is recorded against the learning objectives for each unit of work. In music, art and physical

education, assessment is underdeveloped. There is periodic testing of spelling, and reading is tested on a termly basis. Reading records in Key Stage 1 are detailed, but in Key Stage 2, they do not contain information about the next steps to be taken.

40. The use of assessment to guide teachers with their future planning is unsatisfactory. Not enough progress has been made since the last inspection in ensuring that assessments are used effectively to plan future lessons or to make provision for the full range of ability in the class. A new assessment and marking policy has been produced which is clear and helpful. However, teachers' assessment of pupils' work through careful marking is very variable, and the policy is not applied consistently in all classes. This was also noted in the last report. Although there are some examples of good marking as in last year's upper Key Stage 2 books where a teacher has written comments reflecting a careful analysis of pupils' work and has made suggestions for its further improvement, most marking in both key stages does not support pupils' progress well. Pupils do not receive clear guidance on what to do to improve their work. Most marking reveals a one word comment, and sometimes just a tick. A small quantity of work is left unmarked and unacknowledged until the end of the topic, resulting in a time delay from when the work was done, and the impact is lost.
45. **Pupils' spiritual, moral, social and cultural development**
41. The school makes satisfactory provision for pupils' spiritual and cultural development, very good provision for their moral development, and excellent provision for their social development. The situation is similar to that at the last inspection.
42. As part of the provision for pupils' spiritual development, they have opportunities to visit the church and to take part in services there. A pupil says grace on each table after lunch. There are a few occasions during lessons when pupils are surprised and think deeply, as in an English lesson when the oldest pupils understood for the first time that children of their age worked in factories in the 1850s. The school complies with the requirement to hold a daily act of collective worship, although the spiritual content of these varies in quality. There is one whole school and one key stage assembly each week. On most days a pupil is invited to say a prayer, but the opportunity to hold a moment of silence in which each member of the class can contemplate their own thoughts is missed.
43. The school provides pupils with a clear framework of right and wrong, and uses material in its personal and social education lessons that addresses relevant issues, such as bullying and the importance of the countryside. The very good provision for their moral education is in a wide context. Pupils are encouraged in their charitable collections, and also to take part in an Armistice Day celebration in the playground and wreath laying at the village war memorial. A good example of the way this is extended into the design and technology curriculum is the project to design a charity collection box, based on an example from a national charity.
44. The excellent provision for pupils' social development is a strength of the school. The fabric of the school day is interwoven with different groups of people interacting successfully with each other. There are many examples, from the provision of mixed age groups eating lunch together, to the volunteer parent escorts, and the wide range of after school clubs in which pupils and adults work together. Each pupil has an opportunity for a residential experience, living and working together. Pupils are able to participate in many traditional village activities, and to identify local and national charities to benefit from their fundraising. There are visits to places of interest to support their learning and a good number of visitors into school.

45. Provision for pupils' cultural development is variable. There are whole school activities that extend the range of pupils' cultural experiences beyond the village, but these are as yet not sufficiently extended into the daily curriculum. They tend to be limited to learning through stories from other cultures and using well known artists as a stimulus for their own work.

Better use has been made of visitors as when Class One enjoyed looking at the artefacts from Africa and dressing in Ghanaian clothes. The range of visitors is wide. It extends from a yoyo demonstration to 'tai kwan do' and a saxophone playing parent. The regular extra curricular French and art clubs for older pupils make a useful contribution.

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

46. Overall, the school makes good provision for the support, guidance and welfare of its pupils. Procedures for monitoring progress and personal development are good. Teachers know their pupils very well, and have a good understanding of how they are getting along in both their academic work and in their personal development. They are trying out a simple new summary sheet that, at the end of the year, records the pupil's progress in various areas. This is a useful check but is not yet sufficiently used or extended so that pupils set their own targets for improvement.

47. Procedures for monitoring and promoting discipline and good behaviour are very good. The school sets out clearly in its prospectus its expectations of both good behaviour and good manners, based on mutual respect. These are achieved. Teachers have a consistently high expectation of good behaviour, which they reinforce in class with good use of praise. There are satisfactory arrangements for promoting good attendance.

48. There is a clear awareness of health and safety matters. A risk assessment undertaken by the local authority at the school's request identified the dangers inherent in the journey to the village hall for physical education lessons. As a result, a large number of volunteer parents were trained as patrols and pupil movement is well controlled. Staff are on duty at the exits (both onto streets with no pavements) at the end of the day. A member of staff is shortly to be trained in health and safety matters, and will undertake routine checks of the premises.

49. There are satisfactory arrangements for pupils who are injured or unwell at school. The school's arrangements for child protection comply with those agreed locally, but the child protection policy is out of date.

54. **Partnership with parents and the community**

50. There is a very strong and active partnership between the school and the parents of its pupils. Parents value the work of the school, and the way in which they have ready access to the teachers. New parents are welcomed, through a "Get to know your school" meeting with the governors, staff, the parent teachers' association and local authority representatives and a regular coffee morning which gives them opportunities to find out more about what goes on in school. Written information from the school is of good quality, and includes some detail of work being studied. Annual reports give parents good information about their child's progress and attitudes to work, but lack targets for improvement. Furthermore, they do not report information technology separately from design and technology. As a result insufficient information is given to

parents about their children's progress in information technology.

51. The school is able to rely on the exceptionally large number of parents who participate on a regular basis in the work of the school. They listen to pupils reading, organise extra-curricular activities, and act as patrols for the trips to and from the village hall for physical education. Parents support their children with work at home, and those with children having special educational needs are involved in their annual reviews.
52. Geographically the school is at the centre of the village, and the same can be said for many of its activities. Pupils participate in many of the village customs and events. They use the church for curriculum work and celebrate festivals there. They look at the activities in the village and visit the post office and garage, to see how information technology is used in practical situations. This area of the school's life and work continues to be a strength.
53. In the parents' questionnaire, some parents indicated a concern about the level of curriculum detail provided, the level of homework given and the feedback received after the homework has been returned. The information sheet on curriculum and homework used in Class Four is good. A similar pattern is used in Class Three but there is not a consistent framework throughout the school. Feedback on homework given is insufficient as a direct result of the quality of marking done which provides very little information on how pupils may improve their work.

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

##### **Leadership and management**

54. The leadership and management of the school is satisfactory overall. The headteacher has a broad vision of how the school should continue to develop. He provides positive leadership that ensures that pupils and staff are happy to come to school. He has a kind and caring relationship with pupils and demonstrates a deep concern for their welfare. He is strongly supported by the majority of parents. As headteacher of a small school, he has a multitude of responsibilities to contend with and these are made more complex by the recent absence of a senior member of staff. However, he has re-adjusted responsibilities accordingly and the school continues to function smoothly. His main area for development is the management of his own time. His current approach places unnecessary pressures on him.
55. The headteacher is supported effectively by a small team of hard working teachers who each take responsibility for a number of curriculum areas. The school has a very good ethos that reflects the secure relationships between all concerned with the education of pupils at this school. The staff combine effectively as a team and are very supportive of each other.
56. The governing body is led by a chairman who supports the headteacher in a positive way. It meets twice per term and has various sub-committees that meet more frequently or as appropriate. The governing body is positive in its relationship with the school. Recently, it has developed a new area of responsibility for each governor. Governors now have a specific allocation of subject areas for which they are responsible. They are encouraged to visit the school on a regular basis, observe their subjects in action, and report back to the governing body on their observations. Teachers receive feedback from the headteacher. This is a positive development. The governing body has policies in place that meet all statutory requirements.

57. Support, monitoring and evaluation of teaching and curriculum development are satisfactory overall, including the use of the literacy hour. The headteacher is involved in classrooms and knows what is happening in each area. He supports his colleagues and encourages them to build on good practice and to remedy weaknesses. The overall quality and work of the subject co-ordinators is satisfactory. Teachers with responsibility for English and mathematics provide secure support for teachers and for their subject. They monitor teaching and the quality of the curriculum for these subjects effectively through some non-contact time that allows observations and follow up discussions to take place. Monitoring is less well developed in other subjects of the curriculum as a direct result of the numbers of responsibilities that each person has.
58. The co-ordinator for special needs is on indefinite leave. She ensures that the school's policy and practice complies fully with the national Code of Practice for special needs. She and her non-teaching assistant liaise closely and conscientiously work towards the achievement of targets laid down in individual education plans. The governing body takes its responsibility towards these pupils seriously and has designated a governor responsible for this area of provision.
59. The school has clear aims and values that are reflected in its work. These are understood by staff and supported by parents. The school development plan is a useful document and contains relevant priorities. It identifies areas for improvement and sets appropriate targets but it does not pay sufficient attention to ways in which the governing body will evaluate the success or failure of specific initiatives. This makes it difficult for governors to know if they are getting good value for their money. The school provides equality of opportunity for all pupils.
60. Since the last inspection, the school has made satisfactory progress with improvements in most areas of concern but it has not made sufficient progress in others. It has succeeded in maintaining standards in all subjects and has improved standards in design and technology at both key stages. It has made some progress in increasing opportunities for pupils to use information technology across the curriculum and has widened the range to include some control technology but it has not developed pupils' skills in data handling. It has been successful in improving whole school curriculum planning to provide a clear framework for the allocation of the content of the National Curriculum Programmes of Study from reception to Year 6.
61. The school has been successful in devising and implementing schemes of work for most subjects to support teachers' planning and ensure continuity and progression but not in art, music and physical education. It has not succeeded in making greater use of assessment to inform teaching and learning for all pupils and particularly to provide more challenging tasks for the able and talented pupils. It has succeeded in improving school development planning to include costings linked clearly to identified priorities with success criteria but the success criteria are too general and lack specific focus. Furthermore, the governors do not ensure that the cost effectiveness of major spending decisions is evaluated.
62. The school has made some progress with the development of the roles and responsibilities of governors, senior management and subject co-ordinators. This includes the recent introduction of the monitoring of literacy and numeracy by the subject co-ordinators and the introduction of subject specific visits by members of the governing body. It has ensured that the governors' revised statutory policies are put in place.
63. The headteacher and chairman have a secure understanding of what needs to be done for the school to improve. Teachers have a clear picture of where they are with their plans and they are

working on firm ideas for the future. The school has management strategies and systems in place that will enable it to work towards its goals. The school complies with all statutory requirements.

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

64. At the time of the inspection, a senior member of the teaching staff was ill. Two temporary teachers were sharing the teaching of Class Four with the headteacher. The school has managed the situation well and has a hard-working team of teachers who offer an appropriate range of subject knowledge. There are also a number of specialists who visit to support the work of teachers. Staffing levels are appropriate for the size of the school, though the present staffing situation has increased the burden of responsibility all round. There is one classroom assistant who works with pupils with special educational needs and also provides additional literacy support. The degree to which all adults work together conscientiously and collaboratively makes a significant contribution to the very positive ethos of the school. The administrative and mid-day supervisory staff enable the day-to-day life of the school to operate efficiently and effectively. At the time of the inspection the caretaker was also ill, and the duties were shared by two temporary cleaning staff. Site management is good and the school is clean and tidy.

65. Arrangements for the professional development of teaching and non teaching staff are good. In-service training is linked to the development plan and is matched to both the curricular needs of the school and the professional needs of the staff. There is a formal system for evaluating and reporting back on in-service training, so that all staff benefit from it. There is an effective system in place for the induction of newly qualified teachers although there are no newly qualified teachers on the permanent staff at the present time. There are satisfactory procedures in place for the induction of new and temporary staff, who feel that they are made very welcome and are very well supported. Job descriptions are in place for all posts. Appraisal is well established for the headteacher and all the teaching staff, who regard it as a very positive experience.

66. As at the time of the last inspection, the school's location in the centre of Malborough has a positive effect on the pupils' relationship with their immediate environment and on the quality of their learning. Two classes are housed within the main building and two classes are in mobile classroom units, which are accessed by steps. The main building, which dates from the nineteenth century, has been modified over the years, and a mezzanine floor added to make a very attractive library. The proposals to enlarge the classroom for the youngest children have been agreed.

67. The lack of a school hall and playing field is still a cause for considerable concern. The village hall provides good facilities for physical education and drama, and the school manages the movement of pupils to and from the village hall very well. The systems in place for the safety and security of the children are thorough. However, there is an issue in terms of the time spent just walking to and from the school. Pupils and staff also have to cope with the lack of protection from the weather when moving from the main building to the village hall, and from the two temporary classrooms to the main building, for lunch and toilet facilities. While the whole school can just be accommodated in the library for assemblies, difficulties arise when the school holds events and celebrations involving parents. This involves clearing furniture in the largest classroom. The main base and resource centre for supporting pupils with special education needs is in the staff room, which is very tight for space, but there is really no alternative. There is very little storage room for equipment.

68. The under-fives have a safe outdoor play area so that they can run around and exercise in the fresh air in fine weather, but there is no large indoor space within close proximity, and this creates inflexibility in catering for their physical needs.
69. The steps which access the temporary classrooms pose some problems for staff in the safe handling and moving of resources. In addition, there are implications for disabled access in any part of the school other than the main building. The garden area is attractive and the school has created garden plots and habitat areas that are well used for teaching and learning. The school also has its own swimming pool which enables intensive teaching of swimming to be undertaken in the summer.
70. The range and quality of educational resources are satisfactory overall. Provision in all subjects is adequate, and good in music. There is a lack of large outdoor play equipment for the children under five, and some of the resources such as the dressing up clothes and the equipment in the home corner are inadequate. Resources for special educational needs are adequate but software for information technology is underdeveloped and underused. The equipment and materials are well stored within the limitations of the space available. Some extra resources have been added for the introduction of literacy and numeracy. The library and the classroom book areas are stocked with an adequate range of books, both fiction and non-fiction but many of these are becoming worn and are in need of replacement. The school also makes use of the library van that visits regularly. Good use is made of a range of resources beyond the school to extend learning.
71. Expenditure on resources is adequate and is managed through the school development planning process and channelled through subject co-ordinators. The system functions satisfactorily with no major shortcomings which is a satisfactory improvement since the last inspection report.

### **The efficiency of the school**

72. The efficiency of the school is satisfactory overall. Since the last inspection, the school has improved development planning to include costings linked clearly to identified priorities with success criteria but it has not developed the governors' role in monitoring the cost effectiveness of major spending decisions.
73. Financial planning is appropriately detailed and focused, and supports educational developments effectively. The governing body has sound procedures in place for managing the budget and the finance committee meets regularly. The governors are fully aware of the possibility of a deficit budget arising in the future and take appropriate steps to monitor the situation. The school is clear about its priorities and its budget headings reflect this. Spending is monitored closely and the headteacher ensures that the finance committee receives suitable information. Appropriate financial records are in place. The governing body ensures that funds for special educational needs are used properly to employ a non-teaching assistant and this includes the use of specific grants.
74. Teaching staff are deployed wisely. The headteacher ensures that staff are placed where their expertise is of most value as, for example, in arrangements for physical education. The non-teaching assistant supports pupils with special educational needs successfully and works effectively with teachers to ensure that pupils make secure progress.

75. The overall use of accommodation is satisfactory. Room sizes are appropriate for the numbers of pupils on roll and outside areas are used appropriately for lessons and play. The use of the village hall and playing field for gymnastics and games is unsatisfactory because of the significant amounts of time spent by pupils walking to and from this venue. This detracts from the level of progress made in physical education in particular. Pupils make sound use of book stocks within the school but their use of computers on a regular basis to support other subjects of the curriculum is underdeveloped.
76. Financial control and school administration is satisfactory and adequate information is available for the governors and for staff with management responsibilities. The school administrator ensures that the office functions efficiently and that financial matters are dealt with correctly. The most recent audit has just arrived and judges the financial management of the school to be satisfactory. However, it makes important recommendations for improvement.
77. Based on the socio-economic circumstances of pupils, the attainment on entry, pupils' attainment and progress, their attitudes, the quality of education provided with particular reference to teaching, and the expenditure per pupil, the school provides satisfactory value for money.

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

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

78. Provision for children under five is satisfactory. They are admitted to the reception and Year 1 class in either the September or January of the school year in which they are five, the precise date of admission depending on each child's birth date. There is a good familiarisation programme, whereby new children spend each Friday morning with the class for a term before they start and gradually extend the morning to include the lunchtime meal. They have the option of joining part-time when they first start. Parents are invited to a special 'Get to know the school evening' and then to fortnightly coffee mornings with the Key Stage 1 co-ordinator. On entry to Class One, children's attainment overall is average. Baseline assessment supports this judgement. The children come to school with a wide range of different skills and experience. Most have attended local playgroups. At the time of the inspection, five of the children were still under statutory school age. By the time they are five, the majority of children attain levels which are average across all areas of learning.
79. Children make satisfactory progress in developing their personal and social skills. They are provided with many opportunities to extend their development as members of a group, and to expand their own qualities of self-esteem, self-confidence and independence. During their classroom activities, and at all other times in the school day, such as lunchtime and playtime, they are encouraged by all staff to share resources, to take turns and to be kind and help each other. For example, they are encouraged to tidy away the dressing-up clothes, and to put all the equipment back at the end of a session. In the home corner, boys and girls are happy to share roles. They handle the very old teddies in their classroom display with care and respect. At the computers, they learn to work co-operatively, and usually observe patiently as they wait for their turn. Occasionally, one child in a pair still tends to dominate the use of the keyboard. Some pupils are slow to settle at the beginning of lessons, but respond well to the class teacher's encouragement. Once settled, they become fully involved in whole class activities, although they become restless if these go on for too long. Children also respond well to the different adults they meet, and to older children in the school. They move around the school confidently, and take part in assemblies. Progress in this areas is satisfactory, although the present lack of ride-on and push-pull toys prevents aspects of social development associated with their use being promoted sufficiently.
80. Pupils' progress is satisfactory overall in the development of their language and literacy. A few find it difficult to listen and do not understand the importance of waiting their turn before speaking. However they join in well, and increase in confidence in speaking, expressing their opinions, asking and answering questions or requesting help. Children enjoy looking at books and talk about pictures and characters in stories. They also enjoy listening to stories on tape. A few higher attaining children recognise letters of the alphabet by shape and sound and most recognise their own name and some familiar words. All acquire good early reading skills, like holding the book correctly, turning pages in the right order and distinguishing between print and pictures as clues to the text. Many children begin to re-tell stories in sequence. They are encouraged to talk about the stories and to predict what will happen next. They have already developed the habit of taking a book home to share with their parents. Parents may choose to enter a comment into the reading diary. All children have made a sound start in writing and are developing their first attempts at writing into recognisable words. Most children write their own names and use appropriate upper and lower case letters.

81. Children make satisfactory progress in mathematics. They begin to recognise a sequence of numbers and experience a range of practical activities such as games and sorting and matching. They confidently count up to fifteen, as they count the children in the class at registration time. Most recognise numerals up to ten and arrange them in order, and some are familiar with large numbers in their everyday life. In practical activities they record numbers when they build towers with cubes, for example. They sort by shape and colour and recognise simple two-dimensional shapes, such as circles, triangles and squares. They reinforce their mathematical understanding by playing number games on the computer. In conversations with their teacher, they become familiar with simple mathematical vocabulary such as 'half', 'before' and 'next'.
82. The children make satisfactory progress in increasing their knowledge and understanding of the world around them. In science, their learning is based on first hand experiences and they explore a variety of sounds, and think about how they can hear them. They are taken out into the environment to experience the sounds, sights and smells of autumn, and to work out the route taken from school to the village hall. They examine teddy bears of different ages, and also talk about things that happened yesterday and last week. Children make a range of artefacts from construction and other materials, and enjoy demonstrating the musical instruments that they make. They learn how to sew as they make puppets. In their work on computers, many are confident in using the mouse and keyboard to activate the screen, but are less secure in controlling or completing various sections of the programs. They are introduced to programmable robotic toys.
83. Children make generally satisfactory progress in their physical development. Through their work in using paint and modelling materials, pencils, scissors and brushes, they show a growing control and ability to manage smaller items. There is a special outside play area, securely fenced, to facilitate the needs of the youngest children, where they can run around and exercise in the fresh air. There are some large constructional toys, including wooden blocks, but at present there are no large wheeled vehicles. This restricts opportunities for developing physical skills, such as balance, associated with their use. Children have more formal games and physical education lessons each week during which they learn skills such as how to control a ball. They improve their co-ordination as they run, hop and skip. Due to the distance from the school to the village hall, children also have considerable exercise each week but this detracts from the amount of time spent on developmental physical activities.
84. Children make satisfactory progress in their creative development and are well on the way to achieving the nationally recognised outcomes by the time that they are five. They are taught to mix paints, and use this technique well to paint pictures of the teddy bears from the class display. They learn to observe carefully and produce some delightful pictures. They use a paint program for the computer to produce random coloured lines, and they use paint to make prints with some of the autumn leaves that they collect on their walks. Children have regular music lessons and enjoy using percussion instruments. Good links with science and design and technology when they make their own instruments further support their learning in music. Their model making encourages the development of their imagination. In role play, they learn to express and understand characters other than themselves. However, the creative elements of role play are not sufficiently developed because they do not receive sufficient direct adult guidance.

85. The quality of teaching for children under five is satisfactory overall but there are examples of good teaching. Work is planned effectively, with a reasonable balance of teacher directed and purposeful child initiated activities. Appropriate attention and emphasis is given to children's personal and social development. Children are taught to become independent in dressing themselves and in their personal hygiene, and to comply with class and school procedures and routines. Relationships with children are very positive. In some literacy and numeracy lessons, the sessions are too long for the under-fives and this detracts from their ability to concentrate. Teaching is satisfactory within the activities designed to promote these areas of learning, but there is not always sufficient emphasis given to other more practical activities, particularly when younger children are engaged in choosing. Teaching of the world around is good in the scientific area where emphasis is placed on the development of children's ability to investigate. Children are encouraged to contribute their own ideas. Teaching of information technology is also good, as, for example, when the teacher gives clear explanations whilst introducing the programmable toy. Good questioning techniques also help children understand how fragile some of the very old teddies are and reinforce the need to handle them very carefully.

90.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

86. By the end of both key stages, pupils' attainment in English is average. The national test results for last year's pupils are similar in some aspects. When average point scores are used, they show that reading is average in comparison with all schools and that writing is above average for pupils in Key Stage 1. They show that English is below average in Key Stage 2. Overall, these results are lower than those of similar schools. The main reason for this is that, although the school ensures that all pupils reach a satisfactory standard, it does not expect higher attaining pupils to achieve as well as they are capable and this lowers the test results overall.
87. Test results over the past three years indicate that attainment has been maintained in both key stages and that it is similar to that recorded at the last inspection. The school sets realistic targets for improvement in English overall but not for higher attaining pupils.
88. Attainment in speaking and listening is average. Pupils make satisfactory progress as they move through the year groups. In Class One, pupils only concentrate for short periods of time. They tend to butt in on the conversations of others and have yet to learn the skills of polite conversation. However, they listen to stories with enthusiasm and begin to express themselves clearly as they grow in confidence. As pupils move through the year groups, their ability to make their feelings and views clear to others becomes firmer and more clearly defined. By the time they are in Class Four, they respond sensitively to stories about other people's misfortunes as with the story of Anne Frank. They increase their knowledge and understanding of words specific to periods of time in history and begin to respond positively to the views of others. However, although they develop the ability to see the deeper meanings behind the writings of various authors, they remain fairly reluctant to express their thoughts to others.
89. Attainment in reading is above average in Key Stage 1 and average in Key Stage 2. Pupils make satisfactory progress in developing their knowledge, understanding and use of the skills involved. Younger pupils read simple text with understanding and learn to use more than one approach to solve unknown words. They are quick to grasp the main points of a story and begin to understand some of the simple rules of spelling. Higher attaining pupils know the purpose of exclamation

marks and give examples through the ways in which they read their texts. As pupils develop their range and knowledge of books and stories, they become aware of the deeper meanings. They know that some stories have a moral to them and that it usually comes at the end. Lower attaining pupils continue to read with some hesitancy but most pupils become proficient at breaking down unfamiliar words in order to work out their meaning. Higher attaining pupils in the middle years name their favourite authors and are fluent readers. They develop library research skills in order to find information about various areas of study. Older pupils become reasonably proficient at understanding the more subtle meanings in the writings of some of their authors.

90. Attainment in writing is average in both key stages. Pupils of all abilities make satisfactory progress as they move through the year groups but older pupils in Key Stage 2 – particularly higher attaining pupils – could do better. Younger pupils begin to communicate with simple sentences and make some use of full stops and capital letters in their writing. They learn to write in a few different ways, as with their holiday lists and their descriptive work. By Year 2, most pupils spell monosyllabic words correctly and write reasonably clearly with letters that are generally appropriate in size and shape. Some still reverse the order of their letter shapes. However, as pupils move through the year groups, the quality of their handwriting does not improve sufficiently. The main reason for this is the lack of care with letter shapes, the lack of development of a fluent joined style of writing and the considerable number of pupils who hold their pencils incorrectly.
91. By Years 5 and 6, pupils develop a range of writing styles for different purposes such as creative writing, diaries, lists and descriptions. Most pupils are clear about the correct use of basic punctuation. Higher attaining pupils use punctuation within sentences and make reasonable use of paragraphs in their writing. Pupils learn to plan, draft and revise their writing of accounts or stories as part of their literacy lessons but they do not make sufficient use of the computer to support their work in this area. Older pupils choose words appropriately to make their meanings clear and their knowledge and understanding of basic grammatical structures is secure. However, the overall standard of their handwriting is unsatisfactory. Although it is legible, there is a lack of pride in presentation and few pupils write naturally in a fluent and joined style on a regular basis.
92. Attitudes to English are good. Younger pupils in Class One have difficulty concentrating for short periods of time when they are listening to stories or to directions from their teacher but this aspect of their development improves rapidly as they move through the school. Pupils learn to speak with growing confidence and enjoy following instructions connected with their writing. Older pupils look at the speaker when they are talking and react positively to each other in discussion. They listen intently to stories and offer reasonable opinions about what they hear. Pupils enjoy their work, especially the opportunities for reading. They work well together and treat each other with care and consideration. They develop and consolidate good independent working habits by the time they reach Class Four.
93. The quality of teaching is satisfactory overall in both key stages. Teachers have a secure knowledge and understanding of English and use this effectively to promote secure learning. They expect pupils to work quietly and sensibly at their writing. Teachers make clear to pupils what they expect them to learn by the end of the lesson and this enhances the quality of learning achieved. However, teachers do not make clear to pupils how much work is to be completed by the end of lessons – particularly in Class Four – and this detracts from the level of progress made by higher attaining pupils in particular. When teachers do extend pupils' thinking through well directed and insistent questioning, as in a Class Four lesson about children of the 19<sup>th</sup> century,

the progress of all is enhanced.

94. Teachers plan their work appropriately and make secure use of the literacy framework to develop the learning of pupils. In Class One, the framework used does not take sufficient account of the limited ability of younger pupils to concentrate for extended periods of time. As a result they fidget and lose interest quickly. Teachers ensure that work is carefully designed for pupils of all abilities, as with spelling tasks in year four, but the level of learning of older higher attaining pupils is not extended because teachers do not make tasks sufficiently demanding for these pupils.
95. Teachers organise their English lessons well. They maintain a secure balance between pupil and teacher conversations and give pupils opportunities to express their points of view. They seek to ensure that pupils enjoy their reading and writing and, when they teach with a sense of humour, as in Class Three, the quality of pupils' enthusiasm and interest in the subject is increased.
96. All teachers have firm and clear management techniques that ensure that pupils remain on task and treat each other pleasantly and with respect. Teachers move around the classroom guiding and advising on an individual basis when pupils are writing and this helps to ensure that all succeed in completing the work that is set.
97. Teachers make appropriate use of resources for the teaching of English – in particular the large and group books in literacy lessons. However, they do not make sufficient use of computer programs to enhance the quality of learning in this subject. For example, insufficient use is made of computers for drafting and re-writing. Where the pace of lessons is brisk, as in Class Two, pupils make good progress with their knowledge and understanding of language. Where the pace is slow, as with some teaching in Class Four, pupils do not gain as much as they are capable of achieving by the end of lessons.
98. Teachers encourage pupils to increase their knowledge and understanding of language through positive comments, encouragement and praise. However, they do not mark pupils' work sufficiently rigorously. They tick and cross work and make occasional comments of praise but this form of marking does not tell pupils how they can improve their writing. Teachers do not comment on the quality of pupils' handwriting and they do not set clear standards to be achieved on a regular basis. Teachers' assessment and recording of the progress that pupils make is appropriate but they do not make sufficient use of assessment results in their planning to guide them in preparing future work.
99. Homework is set on a regular basis and supports the teaching of English. The weekly homework sheet in Class Four is particularly informative for both pupils and parents. English is used well to support the teaching of other subjects of the curriculum as, for example, with work on the Mary Rose in history and words to support the village hall visit in Class One.

104. **Mathematics**

100. Attainment in mathematics is average by the end of Key Stage 1. This is similar to the results of the national tests for the 1999 group of Year 2 pupils when based on average point scores and similar to the school's underlying trend over the last four years. In comparison with similar schools, performance was below average. Pupils develop a sound grasp and recall of number facts to ten, and are familiar with numbers to a hundred and beyond. They read, write and order

numbers correctly to twenty and many exceed this number. They gain a clear understanding of place value and add and subtract two digit numbers. They apply this knowledge when solving real life problems involving money. For example, they suggest how much change needs to be given from fifty pence when buying a variety of items. They successfully record their information on tally charts and bar graphs. Pupils explore the properties of two and three- dimensional shapes, and use this knowledge to describe circles, squares, cubes and cylinders. Their understanding of non-standard measurements is sound, and they use standard measures appropriately as when they measure length in centimetres.

101. Attainment in mathematics is average by the end of Key Stage 2. In the national tests for the 1999 group of Year 6 pupils in 1999, performance was above average when compared to schools nationally and above average in comparison with schools of a similar type. The trend for the previous 3 years indicates that the pupils' performance is close to the national average. Most pupils have a sound understanding of standard methods of addition, subtraction, multiplication and division. Higher attaining pupils are good at solving problems mentally, based on a secure knowledge of number facts. Other pupils know how to calculate answers using pen and paper methods. Most pupils in Class Four are secure in mental recall, and know their multiplication tables. They respond accurately in mental maths sessions, but not always with enough speed. They understand frequency charts and use information to plot block and line graphs.
102. As pupils move through Key Stage 1, they make satisfactory progress. Most develop a secure understanding of numeracy. They have opportunities to use their knowledge, skills and understanding to solve problems. They experience opportunities to develop different mathematical approaches and strategies to investigate number, measures and shapes and have opportunities to use mathematical language and talk about their work. They record their own findings and know how to order and recognise number.
103. Pupils in Key Stage 2 make at least satisfactory progress overall but sometimes progress is good. This is linked to good teaching. For example, in a Class Three lesson, pupils make good progress in learning a number of different strategies to solve the same problem because their teacher has high expectations of what they can achieve and provides them with clear explanations. In a Class Four lesson the teacher keeps the pace brisk and succeeds in increasing the speed of pupils' response to oral mathematics.
104. In both key stages there are planned opportunities for pupils to apply their mathematical learning to other curriculum subjects, For example, pupils in a Class One lesson work confidently to record a tally chart of their favourite toys. However, there are not enough opportunities to explore mathematical concepts in the normal classroom activities of the younger children, such as in role play or shopping games. In Upper Key Stage 2, pupils record information on charts and graphs in science and use co-ordinates and graphs in geography. There are some opportunities in design and technology for developing numeracy skills, but these are not always maximised. There is not enough use of information technology to support the mathematics curriculum. Throughout the school, pupils with special educational needs make satisfactory progress. They receive good support from teachers. Higher attaining pupils are not always sufficiently challenged.
105. Pupils' response to mathematics is good and they enjoy their lessons. They are very orderly in the classroom and always behave well and work quietly. They take care with their work and most of it is neatly presented. Most are confident and eager to take part in question and answer sessions, or to demonstrate a solution to a problem on the overhead projector. This is helped by the very good relationships that exist in the school. Pupils are not afraid to commit themselves because

they know that errors are treated positively as learning experiences.

106. The quality of teaching is satisfactory overall. In the best lessons, teaching is characterised by good questioning techniques and timely interventions which challenge pupils' thinking and move them on to the next step in their learning. Teachers throughout the school differentiate their teaching into at least two levels to cater for the mixed aged classes. Some work is matched more finely to different abilities within the class, but extension activities are often aimed at pupils who finish quickly, and do not always contain enough challenge to stretch higher attaining pupils. Work on tables and number patterns receives regular attention, and is secure, although some work in mental mathematics does not encourage a brisk enough pace. Teachers rarely use specific time targets to encourage pupils to complete work quicker. Marking is regular, up to date and accurate, but too often is merely ticks and is rarely used to raise expectations about presentation, amount of work or its standard. Satisfactory use is made of homework, especially in supporting basic number skills.
107. The school, acting on the advice of the local education authority, is implementing the National Numeracy Strategy gradually, starting with the introduction of the mental and oral session. The mathematics policy is in need of updating. Previously the school's mathematics programme was largely based on a commercial scheme, but as the numeracy hour continues to move to the next phases the current planning will cease to be appropriate. Mathematics teaching receives a good proportion of time, but some of the lessons are too long and some of the impact is lost. Assessment meets statutory requirements, but is not yet sufficiently developed to inform future planning.
108. At the time of the last inspection resources were described as limited. The situation is now satisfactory, Resources have been bought to support the new numeracy hour, and are used to good effect in lessons, although storage remains difficult. Since the last inspection, the role of the co-ordinator has been developed. However, at the time of the inspection, the co-ordinator was on leave of absence and another teacher was acting in a temporary capacity. Nevertheless some monitoring is being undertaken, and a curriculum audit has been completed.
113. **Science**
109. Attainment in science is average by the end of both key stages. These results are similar to the teacher assessment and test results for the 1999 Year 6 pupils when based on average point scores when they were also average but, in comparison with schools of a similar type, they were below average. This reflected the proportion of pupils attaining level 5, which was lower than in the majority of similar schools. However, these results represented a considerable improvement over the 1998 results that had taken a sharp dip and were well below average. In 1998, only 39 percent of pupils gained level 4 or above. In 1999, the figure was 75 per cent. Teacher assessments for the 1999 Year 2 pupils also indicate average attainment overall. There is no significant difference between the attainment of boys and girls.
110. In Key Stage 1, pupils make satisfactory progress in all aspects of science as they develop their knowledge and range of skills. Pupils in Year 2 have a secure knowledge of how magnets behave in relation to a variety of materials. They understand that not all metals are attracted to a magnet and explain why new two pence coins are magnetic, whilst old ones are not. They sort materials according to their magnetic properties and record their findings on a table of results. Throughout the key stage, pupils develop their skills effectively. They observe closely and record their observations using simple drawings and sentences.

111. In Key Stage 2, pupils continue to make satisfactory progress as they build on the sound and broad base of knowledge achieved in Year 2. Pupils in Year 4 have a secure knowledge of electrical circuits. They know how switches work and relate knowledge about metals and non-metals to their use in electrical appliances such as torches. They have good problem solving skills and know how to find a fault within circuits they have constructed, as with their investigations to find out why a lamp will not light. In Year 6, pupils recognise that forces act in particular directions. They identify weight as a force, experiment to weigh objects in air and in water, and then use the data they collect to construct line graphs.
112. Pupils' knowledge and understanding of life processes and living things, materials and their properties and physical processes develop effectively from year to year. They get off to a good start in reception, and make steady progress, as they are encouraged to observe closely, and talk about some of the things they see, such as the changing colour of autumn leaves on their walk. In Year 1, they explore their own ideas and help devise a test to see if their predictions are correct. In this way they cover up one ear at a time and work with a partner to see if two ears are better than one in picking up sounds. Pupils in Year 2 continue to develop their understanding of magnetism. They acquire appropriate scientific vocabulary that they use to explain what is happening in their experiments.
113. They develop their reasoning skills, and begin to think scientifically as they find materials of their own choice, to test out whether the force of a magnet will work through a variety of materials. They begin to make predictions without being prompted as with their discussions on the conditions for making a magnet work.
114. Pupils in Years 3 and 4 continue to extend their scientific vocabulary as they investigate ways of reducing friction. Through their own experiments with toy cars, they increase their understanding of how friction between solid surfaces can be increased, and relate this to everyday contexts such as the use of 'slip' tyres on racing cars. Pupils in Years 5 and 6 made good progress in attempting to explain the concept of balanced forces in their own words. They recognise patterns in their results. Throughout Key Stage 2, pupils make at least satisfactory progress in developing their knowledge, understanding and skills, although there are relatively few opportunities for pupils to design and carry out their own investigations.
115. Pupils' attitudes to science lessons are very good throughout the school. As they get older, they show an increasing ability to listen carefully and show motivation, interest and enjoyment in their work. They are enthusiastic and keen to find things out for themselves when set a challenge. For example, pupils in Years 3 and 4 work with tremendous enthusiasm to find out what the effect of a lubricant will be on the movement of their vehicles down a ramp. Pupils throughout the school work well in collaborative tasks, being willing to help each other and share resources.
116. Teaching in science is good. The best features of the teaching include clear explanations and good questioning by teachers, based on clearly identified learning objectives for every lesson. Lessons are well organised and resources are always ready. All teachers emphasise the correct use of scientific vocabulary. Teachers have at least satisfactory and often good expertise and background knowledge to teach the subject effectively. A good example of this was seen in a Class Three lesson, where pupils' results showed some interesting differences between groups. Through skilful questioning, the teacher turned this into a very good opportunity to stress the

need for careful control of all variables in a scientific investigation, and led the pupils to notice for themselves that because the ramps were of different lengths, this had changed the angle of their slopes. Mathematical recording is well developed, and pupils make appropriate use of tables, charts and graphs. The weaker feature of the teaching is the lack of differentiation in some lessons. This sometimes leads to a lack of sufficient challenge for higher attaining pupils. Pupils do not have enough opportunities to use information technology to support their work in science.

117. Since the last inspection, there was a sharp drop in attainment, particularly at the end of Key Stage 2, in 1998. The co-ordinator worked with the headteacher to analyse the reasons for this. As a result an adjustment was made to the time allocated to the subject and more emphasis was given to ensuring that the knowledge and understanding components were delivered in sufficient depth. This strategy has been successful in improving standards. The school has maintained an appropriate balance of skills teaching, and also ensures that practical work is given sufficient attention. A good balance has been achieved in the science curriculum. Planning has been improved and the school has taken the decision to adopt the new national scheme of work. This is being implemented well, because teachers are evaluating its use and are changing or adapting activities that they find can deliver the learning objectives more

effectively. They select learning activities for the pupils that are motivating and enjoyable. The new scheme of work is also proving effective, ensuring that scientific vocabulary is taught well. The co-ordinator has adapted the long-term plan to suit the needs of the mixed age classes in a way that ensures the new units of work build on previous modules.

118. The curriculum is enhanced by a variety of visits. In particular, the residential week at the Longlands Centre gives very good opportunities for fieldwork in a coastal and woodland setting. As, at the time of the last inspection, the environmental area is used well for biologically based studies. Procedures for assessment in science are satisfactory. They meet statutory requirements for reporting at the end of each key stage, and for reporting to parents. Teachers keep ongoing records of individual pupils' progress. Marking is variable, and rarely helps children to improve the standard or presentation of their work. There are plans to assess and moderate work in science later in the year, following the whole school sampling initiative for core subjects, already under way in English. Science makes a good contribution to pupils' spiritual, moral, social and cultural development. For example, they study moral issues such as those associated with the environment and pollution.

119. The co-ordinator has not been able to observe lessons in science, because of priority given to her monitoring role in English. She ensures that the curriculum is delivered according to the long term plan, visits classrooms to look at displays and talks with staff about the implementation of the new scheme. Resources are satisfactory, but some items such as the magnets are in need of renewal.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

120. Attainment in information technology is at the level expected for pupils of this age by the time that they leave the school. The quality of attainment has increased since the last inspection.
121. The progress of pupils of all ages and abilities is satisfactory. Younger pupils develop a basic understanding of simple programming as with their work with mechanical robots. Most

pupils know that computers are used for drawing simple pictures and for writing words and sentences. They understand the basic functions of the keyboard and know how to delete and back-space with their writing work.

122. Older pupils develop a broad knowledge and understanding of a variety of ways of using computers to assist them in their work although there are areas of weakness. They learn to use computers as word processors as with their work on the African adventure and with their development of poems about ponies. They make very limited use of software to support their work in other subjects of the curriculum as with their work on the Aztecs in history, for example. Pupils gain some knowledge and experience of the control functions of computers as they work with programs that require them to find solutions to particular problems. They know how to download pictures from compact discs as with aerial photographs. They add simple text to these and know how to save and print their work.
123. However, although these aspects of pupils' computer related knowledge and experience are a definite improvement on those reported at the last inspection, pupils do not have a wide range of experience or knowledge of other possible uses of computers that would help them with their school work. For example, they do not know how to design or use simple spreadsheets. Neither do they make use of simple data base programs to support them in other subjects of the curriculum like science and mathematics for example. Their knowledge and understanding of the wider use of computers in the modern world is also limited. They are unable to say how computers affect their everyday lives or to make reasonable comment about the reliability of the information that computers provide.
124. Pupils' attitudes to learning information technology skills are good. When they are at computer bases, they work well together and behave sensibly. They often work in pairs and treat expensive equipment with due care and consideration. Pupils discuss their work amicably and help each other willingly when required. They develop reasonable confidence in their use of programs but this is curtailed by the limited experience they have to practise and develop their skills.
125. It was not possible to see sufficient lessons in information technology to make a judgement on the quality of teaching overall. However, discussions with pupils and teachers about their work, observations of documentation and the limited available work of pupils, show that information technology is taught appropriately through the school. In the two direct lessons seen, teachers provide sound advice and direction to pupils and guide them appropriately through questions that encourage further thinking and analysis. They expect pupils to listen carefully and manage computer groups effectively. Although teachers plan information technology work into some of their lessons, as with some literacy planning, they make insufficient use of computers as a means of enhancing pupils' learning and understanding of other subjects of the curriculum. Information technology remains on the periphery of learning for most subjects. Pupils with special educational needs learn how to use computers as part of their class lessons but teachers do not make sufficient use of specialist software programs to support these pupils. Teachers are developing basic portfolios of work that provide an indication of what pupils can achieve but this system is not developed consistently throughout the school. Teachers do not take sufficient account of their assessments when planning future work for pupils in information technology.

130. **Art**

126. Pupils of all abilities make satisfactory progress in art in both key stages. By the time they leave the school, the quality of their art is at a level expected for pupils of this age. This quality has been maintained since the last inspection.

127. Throughout the school, pupils experiment with a suitable variety of materials including some work with textiles. Younger pupils develop their knowledge and understanding that some patterns originate from other countries such as Africa and they develop their own designs from nature as they prepare for work on Christmas cards. Pupils develop an awareness of the importance of quantity and consistency when mixing and using paints and learn to apply appropriate pressures when using art materials. They learn to use a variety of simple techniques to gain the desired effect as with the work with wax crayons, hot water and normal paint.

128. By Year 2, pupils gain experience of the work of famous artists and seek to create their own work along similar styles as with their straight-line work after the art of Mondrian. They make simple evaluations of their work and say how it could be improved. Pupils develop their creative skills through opportunities to work with clay in a three-dimensional mode as with their sculptures of Morph. They work practically and imaginatively with these materials and comment on their work with pleasure.

129. By Year 6, pupils understand the concept of perspective. They know about the difficulties associated with figure drawings and understand the difficulties of representing the individual characteristics of faces in their art. Pupils are aware of techniques of shading and make sensible comments about the quality of their work and how it may be improved. They know about some famous artists and give reasonable explanations as to what makes a picture or piece of art successful for the individual artist. They develop some recognition of the differences between art from other cultures and have a reasonably balanced view of the subject.

130. Pupils enjoy art and their attitudes are good. They apply themselves well to the tasks in hand and maintain their concentration. Pupils behave well and use brushes and paint sensibly. They share materials with each other and help each other when the need arises. A considerable number of pupils choose to stay for the art club organised by a professional artist each week and this is a highlight of the week for pupils who attend. They are enthusiastic about their work and gain much from the expertise of parents who are involved.

131. It was not possible to see sufficient lessons in art to make a judgement on the quality of teaching. However, discussions with pupils and teachers about their work, and observations of teachers' documentation and pupils' art, show that art is appropriately taught through the school. However, the level of planning guidance for art does not ensure that the teaching of the subject is consistent to ensure that pupils' growth of knowledge and understanding is continuous and progressive. Teachers do not follow a consistent system of recording of the development of pupils' individual skills. They do make occasional use of information technology to enhance the quality of the work of pupils but this area of resource is underdeveloped.

136. **Design and technology**

132. Pupils of all abilities make satisfactory progress in design and technology in both key stages. By the time they leave the school at the end of Year 6, their work is at a level expected for pupils of this age, although their designing is still weaker than their work in making products. This

represents satisfactory improvement since the last inspection.

133. During the inspection it was not possible to observe any lessons except with the youngest children, when they presented their work to the visiting playgroup and explained how they had made the faces for their puppets. Judgements for the rest of the school are based on scrutiny of work and documents and talking to pupils and staff.
134. Pupils make appropriate progress although the time given to the subject has been halved in order to give more emphasis to the core subjects, particularly literacy and numeracy. Nevertheless, some quite competent design and technology work is still achieved. By the end of Key Stage 1, pupils have had the opportunity to work with a wide range of materials such as paper and card, textiles, constructional materials, reusable materials, clay and food. For example, pupils in Year 1 use needles appropriately for their age, and stitch two pieces of material together to make a head for their puppet. Some of the more dextrous children achieve a good standard of stitching, and they all find creative ways to add hair, using wool and other threads, and scraps of fabric. Pupils are encouraged to evaluate their work from the beginning, and the opportunity to talk to younger children from the playgroup helps them to put their thoughts in order and to explain, step by step, how they had added eyes and other features to the faces. In Year 2, pupils fix wheels to axles in such a way as to ensure a smooth running vehicle. They have made beach buggies, models of Stephenson's Rocket and bathing machines in connection with their seaside topic. They choose usable materials carefully for the basic construction, and use a variety of ways to fix the wheels and axles. Vehicles are completed with a decorative finish. Pupils use their experiences of using materials to help generate ideas. They use pictures well to record their work, but are not always encouraged to use the design process to convey what they want to do.
135. Pupils in Years 3 and 4 make good progress in building on their scientific knowledge of electric circuits to design and make torches. Their original drawn designs are rather basic, but they move on to the construction of prototypes and learn a lot from this through making modifications as they progress. For example, some pupils realise it is particularly difficult to fix a switch to a curved surface, and decide to use a flat sided box to replace the cylindrical case. Pupils in Years 5 and 6 look carefully at a charity collecting box and then make their own in a very imaginative way. They learn how a pivot works, and adapt this mechanism in a variety of ways, so that a coin can be delivered into a receptacle. Their designs show that they are good at generating ideas, but that they are not sufficiently aware of the constraints involved. Whilst they make realistic suggestions about solving some of the problems they have encountered, this is more by a process of trial and error, rather than by designing alternatives.
136. Pupils demonstrate very positive attitudes to this subject. They talk about their designs and models with pride and enthusiasm. The pupils in Year 6 take great care with each other's models as they use coins to operate a see-saw mechanism, or watch with fascination as a coin tips a rocking device before sliding into the box.
137. It was not possible to see sufficient lessons in design and technology to make a judgement on the quality of the teaching. However, discussions with teachers about their work, and observations of teachers' documentation, together with the products of pupils' work, show that this subject is appropriately taught.
138. There are very good links with other subjects, seen for example with science in the making of torches in Key Stage 2, and in the links with history and geography in the seaside study, and the

topic about toys in Key Stage 1. Design and technology also contributes well to pupils' spiritual, moral, social and cultural development, as seen with the charity boxes. There are also many opportunities for pupils to work together and share materials and resources.

139. Good attention is paid to the teaching of safety aspects of the subject. Resources are generally satisfactory, and the school makes use of the dining room and kitchen for some of their work with food. One of the criticisms in the last inspection report was that the design and technology area was not used effectively. At the present time it is used as a resource area. It is not large enough for whole class teaching, and the present staffing situation does not facilitate regular group work. There are now plans to incorporate the area into the extension of the Class One room.
140. Since the last inspection, the school has adopted the national scheme of work. This provides a sound structure on which the teachers are basing their own plans. The revised long-term plan will support the even coverage of the subject. At the present time, food technology and textile work in Key Stage 2 are relatively underdeveloped, compared to work with resistant materials and structures. This reflects the different expertise of the teachers in each key stage.
145. **Geography**
141. Pupils of all abilities make satisfactory progress in geography in both key stages. By the time they leave the school at the end of Year 6, their work is at a level expected for pupils of this age. They make good progress in fieldwork.
142. During the inspection it was only possible to observe one lesson. Evidence for judgements about progress was gained from scrutiny of pupils' work, displays, teachers' planning and discussions with both staff and pupils.
143. In Key Stage 1, most pupils produce work broadly typical of that expected for their age. They make satisfactory progress in their knowledge and understanding of places and themes. They undertake an appropriate amount of fieldwork as with their construction of a pictorial map to show the route taken to the village hall. They describe landmarks seen along the route, such as the park and the caretaker's house. Pupils in Year 2 use directional language well to identify features on a map, and answer questions such as 'What is north of the bridge?' ' They recognise contrasts as with different holiday locations, and describe simple differences between their own quiet village of Malborough and a busy city like Plymouth. They make satisfactory progress in learning to describe the world through specialist vocabulary, maps, writing and drawing.
144. In Key Stage 2, pupils continue to build on their early map-work skills, to use a key and two-figure grid references to identify places on ordnance survey maps. They are familiar with conventional map symbols and compass points. They deduce information from photographs, and use landscape clues to make sensible suggestions about the type of climate and the likely occupations of the people living in a variety of places.
145. Pupils develop their understanding of the work of rivers, and they benefit from their practical fieldwork study of the River Lemon where they measured the depth and flow at different places along its course. They use this data to construct detailed profiles, and they use accurate geographical language to explain how a river changes between its source and the mouth. Their progress in the study of landscapes is good. Pupils have a detailed knowledge of rock formation and use terms such as igneous and sedimentary accurately. They explain how the tors on

Dartmoor were formed and, in so doing, make reference to their knowledge of rocks and soils.

146. Pupils demonstrate very positive attitudes to geography. In Key Stage 1 they await another communication from Barnaby the travelling bear with considerable interest. In Key Stage 2, the pupils in Year 6 discussed their fieldwork experiences with great enthusiasm, and take pride in the books they have produced following this visit. These books are very well presented.
147. It was not possible to see sufficient lessons in geography to make a judgement on the quality of the teaching. However, discussions with teachers about their work, and observations of teachers' documentation, together with the pupils' work, show that this subject is appropriately taught.
148. There are very good links with other subjects, seen for example in the links with English, history and design and technology in the seaside study, and the topic about toys in Key Stage 1. In Key Stage 2, the fieldwork elements are taught in great depth, extending pupils' knowledge, understanding and skills well beyond the National Curriculum programmes of study. The marking of pupils' work arising from the residential visit last summer is exemplary, in the way it indicates to pupils what they need to do to improve. Otherwise, marking in geography is weak.
149. The geography curriculum makes a very strong contribution to pupils' spiritual, moral, social and cultural education, particularly through the study of other countries and cultures and also from the residential visit. Since the last inspection, when one of the issues for geography was that the planning was variable, the school has adopted the national scheme of work, which it is adapting to fit in with local needs where necessary. This is proving successful. However there has not been the opportunity for the co-ordinator to monitor standards by observing classes, as the school has been involved in implementing the new national initiatives of literacy and numeracy. Resources are satisfactory, although the school is aware of the need to update the atlases.
154. **History**
150. Pupils of all abilities make satisfactory progress overall in history in both key stages. Sometimes they make good progress, particularly in Key Stage 2, in work arising directly from visits to places of historical interest. By the time they leave the school at the end of Year 6, their work is at a level expected for pupils of this age.
151. In Key Stage 1, the older reception children are making satisfactory progress. They make comparisons between old and new and between now and long ago. Pupils in Year 1 begin to find answers to questions about the past. They recognise distinctions between past and present in terms of their toy collection. They use historical clues to help them make comparisons. Examples are seen through their observations on old teddies, broken dolls and modern toys. In Year 2, they develop their sense of chronology as they distinguish between aspects of their own lives and life in the school many years ago. They learn about the lives of famous people such as Samuel Pepys and understand how his diary has helped us to find out about the past.
152. In Key Stage 2, pupils in years 3 and 4 know a lot of facts about the Armada. They are clear in their understanding of the sequence of events that led up to the famous incident. Year 5 and 6 pupils demonstrate factual knowledge of the Aztecs and describe some of the main events and people studied. They know the difference between fact and opinion, and understand some of the sources that are used to find historical information. Their previous topic of Ancient Egypt was a

very substantial term's work, and covered all aspects of the topic in great depth. Pupils' topic books show detailed work and a comprehensive knowledge about many aspects of Egyptian society.

153. Throughout the school, pupils have very positive attitudes to history. They show a keen sense of curiosity about the past. Younger pupils enjoy handling the class collection of old toys, and do so with care and respect. Pupils in Years 1 and 2 listen very attentively when the caretaker talks to them about what the school was like forty years ago. They ask very sensible questions and are keen to share their knowledge of the life and experiences of their grandparents with the teacher and their class. In the upper school, the same applies in relation to places of historical interest visited. Pupils throughout the school express pleasure in taking part in a range of educational visits to places of historical interest, such as Blackdown Rings and the Plymouth Maritime Museum.
154. The teaching of history is predominantly satisfactory and sometimes good. All teachers are secure in their knowledge of the subject. Pupils in Years 3 and 4 learnt a great deal when their teacher and a student took on the roles of King Philip of Spain and Queen Elizabeth 1. This gave them an insight into the causes of the war, and they made good progress in understanding the strategies used by both sides to further their own cause. It was not possible to see any history lessons in the upper Key Stage 2 class during the inspection period. However, discussions with teachers about their work, and observations of teachers' documentation, together with the pupils' work, show that this subject is appropriately taught.
155. Visits to Buckfast Abbey help pupils to learn a great deal. They remember many of the architectural features, and are particularly knowledgeable about stained glass windows. There are very good links with other subjects, seen for example in the links with English, design and technology and geography in the seaside study, and the topic about toys in Key Stage 1. The strong focus on history during the residential visit provides a very rich experience and really brings history alive for them, as they examine a mediaeval tiled floor, or dress up in monks' habits. The marking of pupils' work arising from the residential visit last summer is exemplary, in the way it indicates to pupils what they need to do to improve. Otherwise, marking in history is weak.
156. One of the recommendations in the last inspection report was for the co-ordinator to implement a system of monitoring and evaluation. At the present time the co-ordinator is on sick leave, and the subject responsibility has been taken over temporarily by another teacher. Monitoring and evaluation still remains an area for development. Since the last inspection the school has introduced the new national scheme of work. The staff have made some sensible modifications to take advantage of local sources of historical interest, and the resulting history curriculum is interesting and motivating.
161. **Music**
157. Pupils of all abilities make satisfactory progress in music. By the time they leave the school, the quality of their singing, playing, composing and listening is at a level expected for pupils of this age. This quality is broadly similar to that indicated in the last inspection.
158. By the time they reach Year 2, pupils know a reasonable range of songs that they sing with increasing confidence. They sing some songs from memory. Pupils begin to pitch their voices to follow the contour of the melody and develop an awareness of the need to vary the

volume and speed to suit the mood of their songs as with their rendering of a lullaby for example. Pupils use a variety of tuned and non-tuned instruments successfully to create their own simple compositions.

159. By Year 6, pupils sing well and over a range that exceeds an octave. They maintain the melody through the song and know an increasing number of songs by heart. They demonstrate an awareness of style and occasion in their singing. Pupils make expressive use of a variety of musical instruments and achieved desired objectives by the end of lessons. They compose their own music after a simple style but they do not record their work in any form of notation that can be repeated by others or themselves at a later date. Higher attaining pupils read musical scores and the choir has reached a good standard of harmonisation.
160. Pupils' response to music is good overall. They enjoy singing and playing instruments and develop pleasant relationships with their teachers and with each other. Most pupils listen reasonably well although this skill is not well developed when pupils first come to school. Pupils treat instruments carefully and respond positively in lessons.
161. It was not possible to see sufficient lessons in music to make a judgement on the quality of teaching. However, discussions with pupils and teachers about their work and observations of teachers' documentation show that music is appropriately taught throughout the school year. Teachers do not make sufficient use of information technology to enhance the quality of their music lessons, particularly with reference to software that supports musical composition. Although a published scheme is available for use by teachers, there is not sufficient consistency between Key Stage 1 and Key Stage 2 music to ensure that learning is continuous and progressive. Teachers do not have a common system for recording the development of skills of individual pupils. This detracts from their ability to use assessment effectively to guide future planning of their music lessons.
166. **Physical Education**
162. Pupils of all abilities make satisfactory progress in physical education. By the time they leave the school, the standard of their physical skills is at a level expected for pupils of this age. This standard has been maintained since the last inspection. In all lessons seen, the pace was at least satisfactory and often good. This aspect of the subject has improved since the last inspection.
163. Pupils in Class One develop basic ball handling skills at a simple level. They begin to follow directions to run, catch, stop and alter direction although their understanding of left is variable. By Year 2, pupils know how to play simple team games like tunnel ball and master the basic skills of running, holding and controlling the ball successfully. They develop an awareness of the use of space that helps them to master the basic skills of movement required for team games.
164. By Year 6, pupils become confident as team players in hockey and football. They know how to control the hockey stick effectively and how to attack and defend at an appropriate level. They hold the stick correctly and make secure progress in learning the rules of the game. Pupils continue to develop finer ball skills as they learn to dribble effectively and to kick and pass with reasonable accuracy. They increase their knowledge of the rules of football and apply these appropriately as they play together as a team.

165. In gymnastics, younger pupils develop the ability to move quickly and stop within a small area. They make secure progress with their ability to control the finer movements of their bodies with curling and crouching positions. They learn to follow a simple sequence of movements. Older pupils become proficient at holding more difficult balancing positions for specific periods of time and understand the basic theory behind what they are doing. Their movement becomes smooth and controlled.
166. Pupils' attitudes to physical education are good. They respond positively to each other and thoroughly enjoy their lessons. Pupils choose partners pleasantly and encourage each other in team games. They are competitive but play fairly. They use equipment sensibly and are aware of the need to be careful with others around them. Pupils respond quickly to direct instructions and follow the rules of the game.
167. The quality of teaching is good overall. Teachers have a suitable knowledge and understanding of the subject and apply this appropriately during lessons. When teachers expect pupils to listen carefully, respond quickly and work hard throughout lessons as in football, the momentum of lessons is fast and pupils' enjoyment is enhanced.
168. Most teachers organise their lessons effectively and make good use of praise to support pupils' learning. Progress is particularly effective when teachers recap frequently during the course of the lesson and lead by personal example as with gymnastics in Class One and with dribbling skills with older pupils. Teachers maintain a good pace to lessons and this ensures that pupils stay on task and enjoy their activities. Teachers plan lessons effectively on a weekly basis but there is not a longer-term plan in place to ensure that the development of pupils' learning is progressive and continuous. Teachers do not have a common system for recording the development of skills of individual pupils. This detracts from their ability to use assessment effectively to guide future planning of their physical education lessons.
169. Pupils have to spend a great deal of time walking to and from the village hall and playing field in order to play games and develop their gymnastic skills. The actual time spent in physical education lessons is limited and this has a detrimental effect on the quality and quantity of education received.

#### **Swimming (1999 Ofsted Survey)**

170. The inspection of this school included a focused view of swimming which is report below.
171. It was not possible to see lessons in swimming to make a judgement on the quality of teaching and the quality of swimming. However, discussions with the co-ordinator for physical education and observations of teachers' documentation show that swimming is appropriately taught throughout the school year. Pupils' attitudes to swimming are judged to be good and in line with their attitudes to other aspects of physical education. Each teacher teaches swimming to their own class. The quality of teaching is satisfactory overall throughout the school and good in physical education when it is taken by teachers with strengths in the subject. Consideration of these two aspects indicates that teaching of swimming is satisfactory. Planning for swimming is well organised within the constraints imposed by the weather and the small pool. Teachers keep clear records of the progress that individual pupils are making towards their 25 metre goal.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

A team of three inspectors carried out the inspection and spent varying amounts of time in the school collecting evidence. Two spent four days each in the school and one spent two days. During the inspection, they met twice daily to review the evidence, discuss the progress of the inspection and to reach decisions as the week progressed. The registered inspector met with the headteacher each morning to update him on the progress of the inspection.

The team:

- Spent just over 40 hours observing 37 lessons or parts of lessons, 8 registrations, 2 assemblies and a number of extra-curricular activities as well as interviewing pupils.
- Observed all teachers on a number of occasions.
- Observed all subjects of the National Curriculum and religious education or interviewed pupils in these subjects although lesson observations in information technology, design and technology, history, geography, art and music were limited.
- Held discussions with the headteacher, all members of the teaching staff, some members of the non-teaching staff, the chair of governors and other members of the governing body.
- Scrutinised all the written work from a representative sample of pupils covering the full ability range from each year group. Work was also examined during lesson observations.
- Heard 21 pupils reading and held informal discussions with many pupils, both in lessons and around the school.
- Analysed the documentation provided by the school both before and during the inspection. This included the school's mission statement and aims, the school development plan, the prospectus, an analysis of the school budget, a range of policy documents, teachers' plans, records kept on pupils and attendance registers.
- Held a meeting attended by 18 parents to hear their views on the life and work of the school and analysed 39 responses to a questionnaire about their opinions of the school that was distributed by the school.

## DATA AND INDICATORS

- **Pupil data**

|         | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------|---|---|--|---|
| YR – Y6 | 94  | 1                                       | 7  | 12  |

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

|  |       |
|--|-------|
| Total number of qualified teachers (full-time equivalent): | 4.4   |
| Number of pupils per qualified teacher:                    | 21.36 |

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

|  |      |
|--|------|
| Total number of education support staff: | 2    |
| Total aggregate hours worked each week:  | 10   |
| Average class size:                      | 23.5 |

## Financial data

|  |         |
|--|---------|
| Financial year:                            | 1998/99 |
|  | £       |
| Total Income                               | 179663  |
| Total Expenditure                          | 173998  |
| Expenditure per pupil                      | 1851    |
| Balance brought forward from previous year | -1105   |
| Balance carried forward to next year       | 4560    |

## PARENTAL SURVEY

Number of questionnaires sent out: 116  
 Number of questionnaires returned: 39

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           | 42             | 56    | 3       | 0        | 0                 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 58             | 39    | 3       | 0        | 0                 |
| The school handles complaints from parents well   | 28             | 36    | 25      | 6        | 0                 |
| The school gives me a clear understanding of what is taught                                     | 42             | 42    | 14      | 3        | 0                 |
| The school keeps me well informed about my child(ren)'s progress                                | 50             | 39    | 11      | 0        | 0                 |
| The school enables my child(ren) to achieve a good standard of work                             | 47             | 42    | 11      | 0        | 0                 |
| The school encourages children to get involved in more than just their daily lessons            | 33             | 47    | 17      | 3        | 0                 |
| I am satisfied with the work that my child(ren) is/are expected to do at home                   | 33             | 56    | 6       | 3        | 3                 |
| The school's values and attitudes have a positive effect on my child(ren)                       | 42             | 47    | 11      | 0        | 0                 |
| The school achieves high standards of good behaviour  | 42             | 44    | 8       | 6        | 0                 |
| My child(ren) like(s) school  | 56             | 39    | 3       | 3        | 0                 |

### Other issues raised by parents

(Inspection team response)

- Level of curriculum detail provided. (Detailed in Class Four. Variable in others.)
- Level of homework given (Appropriate)
- Feedback on homework given. (Marking does not indicate how pupils can improve)
- Element of repetition in work. (Not significant)
- Relative emphasis on foundation subjects. (Reasonable balance maintained)
- Lack of staff enthusiasm for sports. (Not so. The opposite was observed.)
- Level of challenge in some areas. (Higher attaining pupils not challenged sufficiently)