

# INSPECTION REPORT

**Watcombe Primary School**  
Torquay

LEA area: Torbay

Unique Reference Number: 113233

Headteacher : Mike Bailey

Reporting inspector: Marten Gallagher  
T21571

Dates of inspection: 1<sup>st</sup> - 4<sup>th</sup> November 1999

Under OFSTED contract number: 707206  
Inspection number: 187698

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 :	County
Age range of pupils :	3 to 11 years
Gender of pupils :	Girls and boys
School address :	Moor Lane TORQUAY TQ2 8NU
Telephone number :	01803 327419
Fax number :	01803 322172
Appropriate authority :	Governing Body
Name of chair of governors :	Jean Cope
Date of previous inspection :	22 <sup>nd</sup> - 25 <sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
<b>Marten Gallagher</b> Registered Inspector	Provision for the Under Fives Art Music	Attainment and Progress Teaching
<b>Alan Bradley</b> Lay Inspector	Equality of Opportunity	Attendance Attitudes, Behaviour & Personal Development Spiritual, Moral, Social and Cultural Development Support, Guidance and Pupils' Welfare Partnership with Parents and the Community
<b>Sandra Bradshaw</b> Team Inspector	English History Geography	Leadership and Management
<b>Paul Evans</b> Team Inspector	Science Religious Education Physical Education Special Educational Needs	Staffing, Accommodation & Learning Resources
<b>Jack Haslam</b> Team Inspector	Mathematics Information Technology Design and Technology	Curriculum and Assessment Efficiency of the School

The inspection contractor was:

Salter Baker & Associates (Education) Ltd  
 Drayton House  
 Oving  
 CHICHESTER  
 PO20 6EW  
 Tel: 01243 780805 Fax: 01243 780788 E-mail: sbaed@intonet.co.uk

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The Registrar  
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 Alexandra House  
 33 Kingsway  
 London WC2B 6SE

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## MAIN FINDINGS

### What the school does well

- The leadership and management of the school by the Headteacher, Deputy Headteacher, teachers and the Governing Body is very good.
- Pupils make good progress in their learning in all subjects. In some areas they make very good progress.
- The school develops good work attitudes in the Pupils and behaviour is good. The procedures for encouraging good behaviour are excellent.
- The educational provision for children in the Nursery and Reception is very good.
- The provision for pupils with special educational needs is very good and these pupils make very good progress.
- There is an excellent learning atmosphere in the school with a commitment to high standards.
- Relationships between pupils and between adults and pupils are very good.
- The quality of teaching is good throughout the school.
- The school creates very good moral and social development in the pupils.
- There is a very good range of extra-curricular activities.
- The school manages its resources very well and provides very good value for money.
- The school's development of language and literacy across the curriculum is very good.
- The school keeps a very good track of pupils' educational and personal development.
- Parents are successfully encouraged to be involved in the work of the school.
- Long term, strategic, planning is very good.
- The day-to-day administration and financial control is excellent.

### Where the school has weaknesses

- The school has no significant weaknesses.

**There are no key issues for the school to address, but in the context of its many strengths the inspection suggests that the next steps forward might include the further development of short term assessment and the way it is used to inform planning of future lessons, the continued development of information and communications technology and the further development of music provision.**

### How the school has improved since the last inspection

All the key issues raised after the last inspection have been successfully addressed. The senior management team and the governors have led the entire school staff in improving the school's provision. The management, forward planning, financial control and strong educational direction for the school mean that the school is very well set to make further improvements and to meet the targets it has set itself.

## Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>Very high</i> A*
			<i>Well above average</i> A
			<i>Above average</i> B
			<i>Average</i> C
			<i>Below average</i> D
			<i>Well below average</i> E
			<i>Very low</i> E*
<b>English</b>	<b>D</b>	<b>B</b>	
<b>Mathematics</b>	<b>E</b>	<b>C</b>	
<b>Science</b>	<b>E</b>	<b>C</b>	

The table, based on results which are now a year old, indicate that while attainment is below the national average in these subjects it is better than, or in line with, attainment in schools with a similar proportion of pupils entitled to free school meals.

The results for 1999 show a further improvement so that in English attainment at the end of Key Stage 2 is in line with the national average and in mathematics they are not significantly below the national average. In science attainment is below national expectations at the end of both key stages. The inspection findings agree with the test results but also finds that progress is good in all of these three subjects since attainment on entry, for a high proportion of pupils, is well below that seen on average nationally.

Attainment in information technology meets national expectations at the end of both key stages and progress is good. In religious education attainment is below that expected in the Locally Agreed Syllabus at the end of Key Stage 1, but meets the expectations at the end of Key Stage 2. Here, again, progress is good during both key stages.

Progress in the other subjects: art, design and technology, geography, history, music and physical education is never less than satisfactory and is most frequently good throughout the school.

## Quality of teaching

Teaching in:	Under 5s	5 - 7 years	7 - 11 years
<b>English</b>	Very good	Good	Good
<b>Mathematics</b>	Very good	Good	Good
<b>Science</b>		Good	Good
<b>Information Technology</b>		Good	Good
<b>Religious Education</b>		Good	Good
<b>Other Subjects</b>	Very good	Good	Good

All the lessons seen were satisfactory or better. 6% were excellent; 29% were very good; 52% were good. No lessons were unsatisfactory.

*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
<b>Behaviour</b>	Pupils' behaviour both in classrooms and around the school is good.
<b>Attendance</b>	Attendance is good.
<b>Ethos *</b>	There is an excellent climate for learning, pupils' attitudes to their work are good, relationships throughout the school are very good and expectations of pupils are high.
<b>Leadership and management</b>	The school is managed very well, effectively and efficiently. The school's aims are put into practice extremely well and management planning is very good.
<b>Curriculum</b>	The curriculum is broad and well balanced with a strong and appropriate emphasis on personal and social development and on the development of language and literacy.
<b>Pupils with special educational needs</b>	These pupils make very good progress because of the carefully structured and planned provision.
<b>Spiritual, moral, social &amp; cultural development</b>	Pupils' moral and social development is very good. Their spiritual and cultural development is sound.
<b>Staffing, resources and accommodation</b>	Staff, including teachers, classroom assistants, nursery nurses and administrative staff are good and, collectively, make a major contribution to the school's good work.
<b>Value for money</b>	Within the context in which it works, the school provides very good value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>• Parents find the school and its staff approachable and helpful.</li> <li>• Parents feel they are encouraged to play a part in the work of the school and to be involved in their child's learning.</li> <li>• The majority of parents are happy with the home school agreement and with the homework system.</li> </ul>	<ul style="list-style-type: none"> <li>• A very few parents were unsure whether their child was making the progress of which they were capable.</li> <li>• Some parents felt that children did not receive enough homework whilst some others felt that there was too much.</li> </ul>

The inspection findings support the positive views of parents. In the course of the inspection, pupils' progress was carefully examined and found to be good. The homework policy and system has been reviewed by the school. It is suggested that the school talks with local secondary schools about the amount of homework they give in the first year with a view to making the change in the amount of homework less abrupt.



## **KEY ISSUES FOR ACTION**

There are no key issues for the school to address but, in the context of its many strengths, the following minor points for development should be considered as a basis for an action plan.

- The continued development of short term assessment in the way it is used to inform future planning of lessons for pupils of different ability [Para 36].
- The continued development of information and communications technology [Paras 101-106].
- The continuing efforts to develop music provision [Para 124 & 125].

## INTRODUCTION

### Characteristics of the school

1. Watcombe Primary School is situated on an attractive site on the northern boundary of Torquay. There are eight classrooms and a nursery. Pupils are drawn from the immediate area, which consists of a large local authority housing estate and a smaller area of private housing. Unemployment is very high and low paid part-time, seasonal employment is the norm. Many families endure significant economic hardship. Forty per cent of pupils are eligible for free school meals with many others from families in receipt of Family Credit. A survey carried out by the local health authority indicates levels of need similar to those found in severely deprived parts of the country. Ten pupils have a Statement of Special Educational Need out of nearly a third of the school roll who are on the school's register of special educational need. Both figures are well above the national average. Attainment for many children on entry to the Nursery is poor. The school is well supported by its parents. There have been five fixed term exclusions in the past year.
2. The school has grown since the last inspection and a new classroom and a remodelled Nursery are under construction, due to open in January 2000. A new housing development has started in the school's catchment area which is forecast to increase the school numbers further. There are very few pupils of an ethnic origin other than white.
3. The school's main aims and priorities are to provide a caring and welcoming environment in which pupils can achieve their full potential as individuals. They are given opportunities to experience a full range of creative activities. The school's current priorities are to implement successfully the National Literacy and Numeracy Strategies and to provide further improved access to information and communication technology.

### Key Indicators

#### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	20	15	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	10	12
	Girls	10	9	10
	Total	20	19	22
Percentage at NC Level 2 or above	School	57%	54%	63%
	National	80%	81%	84%

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	12	15
	Girls	10	11	12

	Total	20	23	27
Percentage at NC Level 2 or above	School	57%	66%	77%
	National	81%	85%	86%

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	11	12	23

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	5	7
	Girls	5	4	7
	Total	12	9	14
Percentage at NC Level 4 or above	School	52%	41%	61%
	National	65%	59%	69%

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	4
	Girls	6	5	4
	Total	12	12	8
Percentage at NC Level 4 or above	School	52%	52%	35%
	National	65%	65%	72%

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised absence	School	5.2
	National comparative data	5.6
Unauthorised absence	School	0.3
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age)

Number
--------

during the previous year:

Fixed period	5
Permanent	0

### **Quality of Teaching**

Percentage of teaching observed which is :

	%
Very good or better	36
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**

4. On entry to the school children's readiness for learning, their language ability and their personal and social development is frequently poor. By the time they are five, pupils have made good progress in language and literacy, in numeracy and in personal and social development. While a significant majority have not, at the age of five, met all the nationally recommended desired learning outcomes, they have made a very good start in the key areas. The school's own baseline assessment results confirm this finding.
5. In English, including literacy, the 1999 end of Key Stage 2 national tests showed the proportions of pupils attaining Level 4 and Level 5 were in line with the national average and the 1998 results were in line with attainment in schools with a similar percentage of pupils eligible for free school meals. The school exceeded its agreed target for attainment in English. There has been a steady improvement in the school's results over the past three years. The proportion of pupils achieving better than expected nationally, for their age, is above average.
6. At Key Stage 1, the 1999 national test results in reading were below the national average and in writing were near the national average. Here again, however, there has been a steady improvement over recent years.
7. The inspection findings agree with the national test results. While attainment at the end of Key Stage 1 is below that expected, these pupils have made good progress during the key stage. Progress remains good during Key Stage 2 where the language skills developed in Key Stage 1 are built upon systematically.
8. Attainment in speaking and listening is in line with that expected nationally at the end of Key Stage 1 and above that expected at the end of Key Stage 2. Pupils make very good progress.
9. In mathematics, including numeracy, the 1999 national test results show that, at the end of Key Stage 1, attainment is above the national average and in 1998 was above that of schools with a similar percentage of pupils eligible for free school meals. The end of Key Stage 1 results have been improving steadily over recent years. At the end of Key Stage 2, the 1999 results also follow a trend of steady improvement over recent years and, while attainment is below the national average, the proportion of pupils achieving above the national expectations is better than the national average. The inspection found that the majority of pupils at the end of both key stages are currently attaining above national expectations.
10. In the 1999 Key Stage 2 tests in science, the proportion of pupils attaining at national expectations was below the average. Those attaining Level 5 was well below the national average. However, the results are broadly in line with schools with a similar proportion of pupils eligible for free school meals. Although the 1999 results are slightly below those for 1998, there has been a steady improvement overall since 1996. Teacher assessment at the end of Key Stage 1 shows a similar picture.
11. The inspection findings agree with the national test results. Many pupils enter the school with a well below average knowledge and understanding in science. While attainment at the end of Key Stage 1 is below average, they have actually made good progress during the key stage. Progress remains good in Key Stage 2 where their improvements in literacy and numeracy skills have an impact on scientific understanding and learning.
12. Pupils with special educational needs make very good progress during their time in the school. They are well supported and work is appropriately planned for them.

13. Attainment in information technology meets national expectations at the end of both key stages and progress is good. In religious education attainment is below that expected in the Locally Agreed Syllabus but meets the expectations at the end of Key Stage 2. Here, again, progress is good.
14. Progress in the other subjects: art, design and technology, geography, history, music and physical education is never less than satisfactory and is most frequently good throughout the school.
15. National test results in this and the previous three years show that the school is making steady improvements in attainment in the core subjects. The school sets itself realistic and appropriate targets and is making sound progress towards meeting them.

### **Attitudes, behaviour and personal development**

16. Attitudes to learning are good throughout the school. The majority of pupils listen attentively, approach their work with enthusiasm, and are eager to participate. They readily contribute to discussions and most can sustain concentration. They are all encouraged to do well, and take great pride in their achievements. There is a minority of pupils in every class who do not always respond to the positive behaviour management techniques, and as a result fail to become engaged in the lesson. These pupils often find it difficult to work on their own, this ability is otherwise well developed and supports the pupils' own learning well. Literacy and daily mathematics lessons are supported by independent learning skills, and this represents a significant advance since the previous inspection.
17. Behaviour is good throughout the school. The pupils show respect for teachers and other adults in the school. The majority are courteous, well mannered and polite. There are high expectations of good behaviour supported by a positive behaviour policy that is consistently applied throughout the school. Incidents of poor behaviour are dealt with effectively by staff, and usually involve the loss of some privilege. Parents are kept informed and are involved appropriately in behaviour management. Repeated or more serious incidents of inappropriate behaviour can result in short term exclusion of which there have been five instances this year.
18. Very good relationships and mutual respect flourish throughout the school. The pupils mix harmoniously in both indoor and outdoor activities, and play co-operatively with enjoyment in each other's company. Pupils develop caring and supportive attitudes as they progress through the school, and learn to respect and appreciate the views and feelings of others. Bullying is not tolerated and any incidents are dealt with quickly.
19. The school provides valuable opportunities for personal development. The school council allows representatives from all classes to contribute ideas and suggestions, and develop a sense of responsibility. The pupils carry out a variety of tasks in and around the school, and willingly volunteer their help and assistance. They readily accept responsibility and perform their various duties conscientiously.

### **Attendance**

20. Attendance is good. It is in line with the national average. Unauthorised absence is below the national average. Registers are carefully marked at the beginning of each session in accordance with statutory requirements, and good use is made of this time. The school encourages good attendance and carefully monitors each child's attendance record. Parents are notified if there is evidence of persistent lateness or poor attendance. The majority of pupils are punctual, and lessons start and finish on time.

## QUALITY OF EDUCATION PROVIDED

### Teaching

21. The quality of teaching is good in Key Stages 1 and 2. In the early years it is very good. Here, all the teaching seen was good or better with 75 per cent of lessons seen being very good or excellent. In Key Stages 1 and 2, 80 per cent of lessons seen were good, very good or excellent the remaining 20 per cent were satisfactory. No lessons seen were unsatisfactory.
22. The teaching in the Nursery and Reception is characterised by the good, joint planning which is based on the nationally recommended desirable learning outcomes for pupils at the age of five. Good relationships are established with these pupils at an early stage and the staff work as closely as they can with parents, many of whom are able to help in the classrooms. Many of these pupils are severely lacking in language skills and in their personal and social development when they start in the Nursery. The curriculum and teaching approaches concentrate on personal and social development and place great emphasis on the development of language, literacy and vocabulary. This helps the pupils develop not only their personal language skills but their thinking such that they are more able to take in the concepts and ideas involved in the learning in other areas of the curriculum.
23. Planning is detailed and includes careful frequent note taken of the pupils' advances. This makes it easy for teachers and non-teaching assistants to plan and arrange future activities for different pupils and groups based on prior attainment. A steady progression in pupils' learning is thus assured.
24. In both Key Stages 1 and 2, teaching is good with frequent examples of very good practice. These pupils are challenging to teach. They find it difficult to concentrate for any period of time, can be disruptive if insufficiently challenged with appropriate work and have limited out of school experiences to support their learning and development in school. Consequently it is important that classroom management is good, clear and consistent and that pupils' self-esteem is not weakened in the process. The teachers in this school manage both very well. Where positive behaviour management techniques are consistently used, the pupils respond very well. Teachers frequently move lessons forwards at a pace which maintains these pupils' interest.
25. Teachers' knowledge and understanding of their subject matter is good and they frequently generate an enthusiasm for the matter in hand. Expectations of pupils are high and time and resources are used well.
26. Detailed records are kept which are used to evaluate and plan the curriculum in the longer term. Teachers know the pupils well and have a good understanding of the prior attainment of pupils in their class which helps them plan subsequent lessons for individuals or groups of different ability. This aspect could be further developed in a semi-formal way such that short term assessment is linked closely to the clear learning objectives teachers set out for the lessons. This would make it easier to adapt future lesson plans in the light of pupils' prior attainment.
27. The relationships between adults and pupils within the school are very good and this makes a significant contribution to the positive learning environment.
28. Teaching of literacy has clearly benefited from the professional development associated with the National Literacy Strategy. Literacy hour teaching, with its carefully set out planning, is a strength of the school. A good start has been made to the daily mathematics lesson and the school is set to make as good a job of this as it has of the literacy hour.
29. In science, teachers' good knowledge and understanding was a feature of the lessons seen and

- teaching in art is clearly well supported. The enthusiasm of the subject co-ordinator has been transferred to colleagues. Art makes a significant contribution to work across the curriculum.
30. Special educational needs teaching is well led and co-ordinated. Classroom assistants are well briefed by teachers and the good individual education plans are referred to in planning of lessons. When pupils are withdrawn from the classroom in order to provide a distraction free environment, the work followed is consistent with that which the rest of the class are doing, albeit appropriately adapted. The teaching for pupils with special educational needs is very good.

### **The Curriculum and Assessment**

31. The school provides a fully broad, balanced and well organised curriculum. Teachers' high expectations of pupils' work and behaviour ensure that lessons engage their attention. The programmes of study of the subjects of the National Curriculum are all covered throughout the school. There is a good balance between the core and the foundation subjects. The depth and breadth of subject coverage are increased by many good cross-curricular links. Skills in writing are developed in other subjects, for example, writing about magnets in science, the Victorians in history lessons and a project about the local environment. Opportunities to take part in swimming are good.
32. The school promotes equality of opportunity successfully. There is a strong ethos of respect and care for each pupil and the school aims for equal access for all pupils to the whole curriculum. Boys and girls work together equally in all subjects in the classrooms, sit together at lunchtimes and take full part in all sports and clubs. Teachers usually plan different activities for pupils of different prior attainment and the extended activities provide greater challenge. There are carefully devised individual education plans for pupils with special educational needs. These are formulated by the class teacher and the special needs teacher and they are used well. In literacy and numeracy the curriculum is very well modified to pupils' level of ability. In other curriculum areas where this is not so easily achieved, pupils are able to succeed in their work because of the very good support offered by teachers and classroom assistants.
33. The careful and detailed planning of the curriculum is a strength of the school. There are very full schemes of work for each subject which detail what is to be covered each term in each year group together with the learning objectives, resources, associated visits and activities, all related to the National Curriculum attainment targets and programmes of study. Each teacher uses these to plan the work for the term in each subject for their class. Each lesson is planned with details of the learning objectives for that lesson and the different activities for pupils of different attainment. At present, many but not all lessons are evaluated but teachers do make good use of their knowledge of pupils' attainment to plan future lessons. This is not always systematically recorded, even in note form, which would make the task easier for teachers over time.
34. Curriculum co-ordinators monitor areas of the curriculum as set out in the school development plan. Pupils' work is monitored with reports given to teachers, Headteacher and governors. Teaching and learning is monitored by co-ordinators and the Headteacher, particularly in connection with literacy work. This is to be extended to the numeracy work being introduced this year.
35. After school and lunch time clubs are well attended. There are chess, dance, football, music, information technology, handicraft, together with an after hours club which covers different topics. The curriculum is also extended by regular visits to field centres, museums and places of interest to support learning in current topics. These visits are well used and followed up.
36. The school's medium and long term assessment procedures are good. Assessment procedures in the early years are very good. There is a comprehensive and practical policy on assessment and



record keeping which is well adhered to. Teachers make good use of the marking policy to promote pupils' skills or to create a dialogue with the pupil. All pupils are assessed on entry and their progress is regularly checked against this. Informative records are kept for each pupil in English, mathematics and science and these are backed by tests each year. Teachers also keep annotated and levelled samples for each pupil in these subjects. Short term assessment informs curriculum planning on a long term basis but short term lesson planning being informed by day-to-day or week-to-week assessment is being developed. At present there are no assessment tasks for each section of work to inform their day-to-day planning and their class organisation. The standard assessment tasks and the regular tests are meticulously analysed and the next year's or term's curriculum is planned to build on the strengths and address the weaknesses uncovered by the analysis. The annual reports to parents are informative and meet statutory requirements.

### **Pupils' spiritual, moral, social and cultural development**

37. The school's provision for the spiritual, moral, social and cultural development of the pupils is very good. Spiritual development is satisfactorily advanced through collective worship, school assemblies and religious education. Broadly Christian beliefs are promoted throughout the school, but other religions are explored through topics in religious education, and talks by visiting speakers. During assemblies and at other times, the pupils have an opportunity to reflect on their own achievements, and to share and appreciate the success of others. There are opportunities for pupils to develop a sense of wonder of the world across the curriculum, particularly through art and in music.
38. Provision for the pupils' moral development is very good. The school sets a strong moral code. The pupils clearly know right from wrong and show consideration and respect for others, especially those less fortunate than themselves. They willingly raise money for national and local charities and have, for example, by making a line of coins across the playground, support the Tear Fund which aims to provide drinking wells in Africa. The teachers and staff encourage the pupils to be thoughtful, and sensitive to the needs of others. They act as very good role models.
39. Social development is very good and is a strength of the school, particularly in the way the pupils relate to one another and other adults in the school. They are encouraged to be considerate and always help and support each other. Opportunities such as the school council enable the pupils to accept responsibility and take an active role in the management of the school. The school's very good provision for spiritual, moral, social and cultural development is equally provided for pupils with special educational needs who are encouraged to play a full part in school life.
40. Cultural development within the school is satisfactory. The pupils develop a good sense of community and their place in it. They study the local area in topics of history and geography and go on visits to places of interest such as the nearby pottery. They gain an insight into the lives and cultures of people who live in different countries. Visiting speakers, musicians and theatre groups help to enrich the curriculum. Pupils from the school's dance club perform at nearby Babbacombe Fair, and the flourishing and very successful school's Chess Club provides opportunities for pupils to meet children from other schools and to compete at the highest level. For many pupils the school provides a unique opportunity to travel and broaden their experience.

### **Support, guidance and pupils' welfare**

41. The school provides very good support and guidance for all its pupils. All staff care for the well-being of the pupils and work hard to maintain a happy and secure learning environment in which pupils feel able to explore. All pupils are well known and valued as individuals. Relationships throughout the school are very good, and the pupils are confident in their

approaches to staff and encouraged to help and support one another. The pupils are encouraged to do well and the sensitively managed pastoral care helps them cope confidently with everyday life in the school. There is good liaison with appropriate support agencies, particularly those involving pupils with special educational needs.

42. Procedures to monitor and evaluate the pupils' academic progress and personal development are very good. Records of achievement contain copies of annual report, samples of work, and other relevant information. There are very good procedures in place for monitoring and promoting good attendance, and parents are aware of the school's expectations.
43. Excellent procedures exist to monitor and promote good behaviour. A positive behaviour policy is applied consistently across the school, good behaviour is expected, and the pupils develop self discipline and respect for others. The school places great emphasis on establishing an ethos where pupils feel supported, know the boundaries of acceptable behaviour and are able to develop to their full potential.
44. Effective procedures exist to identify and resolve health and safety issues, and the Headteacher, staff and governors are fully aware of their responsibilities. Regular inspections of equipment and premises are carried out to identify any hazards, and any problems are quickly and effectively dealt with. The school has an appropriate child protection policy and staff are fully aware of the procedures. The Special Educational Needs Co-ordinator is the designated child protection teacher and has received appropriate training.

### **Partnership with parents and the community**

45. The school encourages parents to be closely involved in their children's education, and provides a range of good quality and informative documentation, such as the school's prospectus and regular newsletters, to support this. Parents are kept informed of their child's attainment and progress through annual reports and regular consultation evenings. The governors' annual report to parents meets statutory requirements. Teachers are readily available for informal consultations, particularly at the end of the school day. The school has been successful in establishing a welcoming atmosphere where parents know their help and support is both needed and valued. Many parents help on a regular basis. An initiative to invite health visitors to a meeting of Nursery children's parents has proved very successful. The school held a presentation for parents on the literacy hour, and plans are in hand for a similar presentation on the daily mathematics lesson. The parent-teacher association is very active, supporting the school through its many fund raising and social activities.
46. The school has fostered links with the local community, and recognises the importance and mutual benefits to be gained from these links. Visitors to the school are many and various, representatives from the Fire and Rescue Service, a book illustrator, musicians and theatre groups. One of the many extra curricular activities, the Keyboard Club is generously supported by a member of the local community. An After Hours Club, and Family Workshop all help build good links with the community. These links all contribute positively to the quality of education provided by the school. Plans for a Breakfast Club, before school, are presently being considered.

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

### **Leadership and management**

47. The quality of leadership and management provided by the Headteacher, Deputy Headteacher and governors is good. The work of the Headteacher in providing a clear educational direction to the life of the school is very good and he has made a significant contribution to the effectiveness of the school's commitment to raising standards. The Headteacher is well

supported by the Deputy Headteacher, who fulfils her duties conscientiously and effectively. Staff are fully aware of their roles and responsibilities as subject co-ordinators and carry them out efficiently. Communications are very good.

48. The school's ethos is excellent. It successfully fosters strong relationships and encourages all pupils to take advantage of the opportunities provided. All pupils have full access to the curriculum. The school is committed to high achievement and this is seen in the consistent approach by all staff in implementing the school's aims, targets and policies and ensuring an effective learning environment. The school analyses and uses data to set targets.
49. The school's response to the previous inspection has been very good and standards have improved in a number of areas including English, mathematics, science and information and communication technology. The school has schemes of work in place for all subjects which assists progression and continuity of practice. There is a sound procedure for the monitoring of teaching in all subject areas which is carried out by the Headteacher and the co-ordinators. Teaching has been monitored by the Headteacher and by the co-ordinators and professional development and support has been provided where necessary to build on the exemplars of good practice within the school. Since the last inspection, a more rigorous assessment procedure has been put in place which informs long and medium term planning. This is now being extended to a short-term assessment.
50. The governors have a good understanding of the main priorities and issues facing the school in the coming years. They give due consideration to various options for moving forward, for example the building of an extra classroom and staffing implications. They learn about standards through reports from the Headteacher and the subject co-ordinators and they prepare, analyse and debate performance data. The governors are caring, committed and know what is going on in the school through making regular visits to meet both the pupils and staff.
51. The school development plan is a very good working document. It is comprehensive in its coverage of aspects of school life, contains clear priorities for effective school improvement and is linked strongly to the school budget. Success criteria are included and these are useful in helping staff and governors track the progress made in the implementation of initiatives. The plan is thoroughly reviewed each year.
52. The leadership and management of the education for pupils with special educational needs is very well managed. The Headteacher and the very high quality special educational needs co-ordinator guide this provision but there is true partnership with all teachers and classroom assistants. The school's aims for high achievement in a caring atmosphere are demonstrated in the provision made for these pupils. The co-ordinator leads the development planning for each of these pupils very effectively in spite of several other responsibilities. She is also accountable for the administration and clerical requirements of special educational needs provision. The register of these pupils is very well maintained. Past registers are kept and show that pupils who make sufficient progress are removed from the register.
53. The National Literacy Strategy has been implemented effectively. The literacy hour is taught consistently well in all classes. Teachers have a good understanding of what is needed and a strong commitment to making it successful. The co-ordinator is monitoring its progress well and, in co-operation with the rest of the staff, making changes when required. The National Numeracy Strategy is currently being implemented in accordance with national recommendations.
54. The school has a very good capacity to improve in the future. All staff and governors show a strong commitment to school improvement. This is exemplified in the willingness the school

has shown in implementing national priorities. The school complies with all statutory requirements.

### **Staffing, accommodation and learning resources**

55. The school is well staffed with teachers who are able to meet the demands of the curriculum and the needs of the pupils. The teachers are well qualified and many are very experienced with a number having been with the school for many years. All subjects of the curriculum have specific members of staff responsible for their co-ordination throughout the school. Job descriptions are regularly reviewed and include the details of curriculum responsibilities.
56. There is a good number of support staff who play a very valuable role in support of teachers and pupils, particularly those pupils with special educational needs. These classroom assistants show real care and concern for all the pupils in all circumstances regardless of any difficulties these pupils may have. They are a very important part of the planning and assessment process for pupils with special educational needs, have developed good teaching skills and lead lunchtime clubs and activities. They are a highly valued group within the school team.
57. The highly efficient administrative staff presents a friendly welcome to the school and help to keep administrative demands on the Headteacher to a minimum. The caretaking and cleaning staff ensure that the school is maintained to a high level of cleanliness and hygiene.
58. The arrangements to promote the professional development of staff are good. Teaching staff undertake training in line with national priorities such as literacy and numeracy. Training is also guided by appraisal and, when funding is available, by the specific needs of staff. All staff, teachers, classroom assistants, Nursery Nurse, meal-time assistants, clerical and cleaning staff are included in the training programme. The school has a good induction policy for newly qualified teachers. The training programme has enabled the very good introduction of the literacy hour.
59. The school enjoys spacious accommodation, which is light and attractive. Classrooms are of a good size. There are two good-sized halls, one of which is well equipped as a gymnasium the other used almost exclusively as a dining room. There are several good-sized extra rooms such as the audio visual aids room, the science room and the infant activity area. Many of these extra rooms are well used as extra spaces for teaching and learning. The wide corridors are very well used for display purposes and as teaching space. The whole school environment is brightened and enhanced by the very good use of pupils' work in displays.
60. The construction work, which is under way and planned for completion by Christmas, will further extend the school's accommodation. This will provide a new Nursery area with an outside teaching and play space, an additional Reception class and new toilet facilities. The external and internal decoration and repair of the buildings are very good. The playground area has been resurfaced and has traditional games marked out for pupils to play. There is an extensive green field area, which provides spaces for pitches and playing areas according to season. The school's grounds and buildings have a positive impact on pupils' standards of attainment.
61. Resources for teaching and learning are good overall. Books are in good supply in English, science and the humanities. The Key Stage 1 library is very well stocked and the Key Stage 2 library is an ongoing project. Mathematics books and equipment are good in quantity and condition and the level of equipment for experimentation in science is good. The quality and range of resourcing in information technology is very good. The last published national figure for primary schools was eighteen pupils to each computer. Religious texts, teaching resources including artefacts are good, as is the range of games and gymnastic equipment. Resources for art and design and technology are good.

## **The efficiency of the school**

62. The school has sound procedures for planning its spending and the available funds are used well to support the priorities identified in the school development plan. The accurate financial information from the local education authority has helped the school to target money to areas identified as needing development. It has been possible to direct money to resource new Nursery accommodation, improving the building and employing extra support staff. Money has been allocated to provide extra security for the site, perimeter lighting and security cameras. The school is also seeking to evaluate whether other spending decisions are cost effective. The close link between the school's educational priorities and the budget plan is achieved by ensuring that the costs of the development plan, and subject co-ordinators' individual plans, are fully worked out. Overall financial planning is well focused and systematic, and aimed effectively at supporting improvements. The school letting policy is successful and brings in extra funds.
63. The Governing Body carries out its responsibility to allocate financial resources very effectively. The finance committee has information about the budget provided by the school and uses this to monitor expenditure. Decisions about how to allocate funds are made with the Headteacher and are based on priorities identified in the school development plan. The Governing Body is involved in making financial decisions that have a impact on the quality of education.
64. Accurate budget information has been routinely available from the local education authority and the school has developed its own procedures for financial administration. These are very effective and the school is able to account accurately for its expenditure. The school has recently had a favourable audit report. There are no shortfalls in any of the financial procedure. School administration and organisation are efficient and ensure that teachers are able to concentrate on their work in classrooms.
65. The school uses its resources effectively. The accommodation is used very well. Teachers and support staff are suitably deployed and good use is made of their expertise. Support for special education needs pupils is very good. Learning resources, including computers are used effectively. Taking account of the standards the school achieves, the quality of education it provides and the care with which it monitors and evaluates its work, the school gives very good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

66. The teaching and organisation of provision for Nursery and Reception children is very good. Good coordination between the teachers, Nursery Nurses and classroom assistants ensures a consistent approach which moves these children steadily towards the recommended learning outcomes for children at the age of five. Children in the Nursery make good progress in their personal and social skills, their learning and their readiness for the National Curriculum. However, many children lack a readiness for learning when they start in the Nursery, that a significant minority have not reached the desired learning outcomes by the age of five.
67. The emphasis on personal and social development, on language development and on mathematical understanding in the curriculum provided is good and very effective. By the time these children are five they are able to build well on the good start they have made.
68. The school tries hard to maintain a close contact with all the parents of these young children, although the response from a significant minority of parents does not always meet the school's hopes. The curriculum is well planned with a wide variety of meaningful and purposeful activities planned. There is a great deal of close attention for individuals and small groups of children from adults. This helps them gain confidence and plays an important part in raising children's self-esteem.
69. By the age of five, children's personal and social development has progressed to an ability to play and work with others, most being able to acknowledge the achievements of their classmates. The majority can dress themselves without help and can show a preference when offered a range of activities. Most will show sympathy with the feelings of others.
70. In language and literacy, the majority of children, by the time they are five, can listen for a reasonable period of time without losing attention, can talk about themselves, about where they live and can tell an adult a little about the shops and places of interest in the local area. Most can write their own name without assistance and a majority are beginning to form letters with reasonable consistency. They can recognise very simple, common words. They respond appropriately to instructions and requests from adults.
71. Mathematically, at the age of five, children can count to ten, recognise and can name digits and can count out a given number of objects. The majority can name and recognise simple two dimensional shapes. Some are able to count above twenty unaided.
72. At the age of five, children's knowledge and understanding of the world is satisfactory. The majority can tell the difference between plastic, metal and wood. Some can give plausible reasons for the use of materials in the making of objects around the classroom. They can talk about the local area and some can talk about the difference between the seashore and the park in terms of animals that might be found there.
73. Most of these children, at the age of five, have made satisfactory progress in physical development. They can use small and large toys with confidence. They can move around the room avoiding too much clashing with others and engage in physical activity at playtimes.
74. Children's creative development at the age of five includes an ability to use scissors to cut with varying degrees of accuracy, they can use paint, crayon and other media to make meaningful marks and representations on paper. They can invent scenarios when using in the role play area and have a good imaginative sense.

## ENGLISH, MATHEMATICS AND SCIENCE

### English

75. The 1999 Key Stage 2 national tests in English showed the proportions of pupils attaining Level 4 and Level 5 were in line with the national average and were in line with the 1998 attainment results in schools with a similar percentage of pupils eligible for free school meals. The school exceeded its agreed target for attainment in English. There has been a steady improvement in the school's results over the past three years. The proportion of pupils achieving better for their age than expected nationally was above the national average.
76. At Key Stage 1, the 1999 national test results in reading were below the national average and in writing were near the national average. Here again, however, there has been a steady improvement over recent years.
77. The inspection findings agree with the national test results. While attainment at the end of Key Stage 1 is below that expected, these pupils have made good progress during the key stage. Progress remains good during Key Stage 2 where the language skills developed in Key Stage 1 are built upon systematically. Attainment in speaking and listening is in line with that expected nationally at the end of Key Stage 1 and above that expected at the end of Key Stage 2. Pupils make very good progress. The majority express their ideas clearly and are willing to listen to the opinions of others. They show confidence when speaking to adults, both formally and in the classroom. Pupils speak in a variety of situations, including discussing controversial issues. This is an improvement on the situation reported at the time of the last inspection.
78. In reading, pupils make steady progress in the reception class so that by the end of both key stages they reach or approach the expected level for the age group. The whole class focus on literacy during the literacy hour is having a positive effect upon standards. At both key stages, higher-attaining pupils read accurately and fluently making adjustments in tone of voice to match the meaning of the text and use appropriate strategies to tackle unfamiliar words. Pupils are able to talk about characters and events in the books they read. By the end of Key Stage 2, pupils' skills in the use of reference and non-fiction material are good. They are able to use a dictionary and thesaurus quickly and accurately. Throughout the school, those pupils who have been identified as having special educational needs are enthusiastic about reading and read appropriate texts confidently.
79. At Key Stage 1 the attainment in writing is near the national average but by the end of Key Stage 2 pupils have made good progress and the attainment level is sound. Throughout the school, pupils are encouraged to write for a range of purposes that include writing instructions for making a cup of tea, writing newspaper reports, play scripts, poetry and stories. By the end of Key Stage 2 they are able to write for a variety of audiences. Writing is well used to support learning in other curriculum areas such as science when pupils in Year 6 were engaged in extended writing about magnets. Their handwriting is developing into a neat joined style. Many pupils use expressive and interesting vocabulary in their written work and the standard of spelling is generally satisfactory throughout the school. Higher-attaining pupils use more complex punctuation and give good reasons for their choices. By the end of Key Stage 2 most pupils have a good knowledge of sentence structure, can use paragraphs and words are chosen imaginatively. Pupils with special educational needs produce shorter pieces of written work, using a limited vocabulary and simple punctuation. Good progress is made in developing writing skills throughout the school. The level of progress is largely due to pupils' enthusiasm, teachers' good classroom organisation and imaginative presentation of lessons.
80. Overall, pupils' attitudes throughout both key stages are good. Pupils listen carefully to the teacher and are keen to answer questions. Most pupils concentrate well when working in groups, take care with their handwriting and presentation of work is usually neat.

81. The quality of teaching is good, characterised by lively, well paced lessons. Effective use is made of support staff for working with pupils in the classroom and in withdrawal groups. All teachers effectively plan lessons using the nationally recommended format for the literacy hour. Teachers have a good knowledge of the National Literacy Strategy and use correct vocabulary such as paragraphs, noun and verb. Teachers have very good relationships with pupils, use praise effectively and manage pupils well in lessons. Resources are well prepared and used appropriately. Teachers' questioning and instructions are clear and help pupils to extend their understanding and develop their thinking. Discussions at the end of lessons are used very effectively to share what pupils have learned. All teachers encourage pupils to read at home and this has a significant impact on the improvement in standards. Other homework such as spelling is given on a regular basis and the arrangements have a positive effect on pupils attainment.
82. Support for pupils with special educational needs is good and focuses effectively on the development of language skills. Pupils individual education plans target the skills they are expected to achieve and teachers provide well differentiated activities to enable them to reach the targets.
83. Overall the curriculum is broad and balanced. There is a good scheme of work to help teachers with their planning. Teachers work well together to plan appropriate work for the different age groups which provides a progressive development of their skills. Pupils are encouraged to use their literacy skills in other subjects such as history and geography. Younger pupils wrote a description of their route to school whilst older pupils wrote extended passages describing the Victorian era. Teachers mark work regularly and conscientiously. They regularly assess work which informs their planning on a long term basis. Short term assessment, which includes setting targets for individual pupils, is being developed. Regular tests are set throughout Key Stage 2 to assess pupils' attainment and the statutory attainment tests are analysed carefully to identify areas for development. Parents are given good information about childrens progress through regular consultation meetings and annual reports.
84. The subject is very well led by the co-ordinator who has overseen the implementation of the National Literacy Strategy effectively. She has audited resources and used national funding well to purchase a comprehensive range of fiction and non- fiction material. A well resourced library area for Key Stage 1 pupils has recently been completed and there are good plans in place to develop the library for Key Stage 2. The co-ordinator has monitored the teaching of English throughout the school and has provided support and guidance where necessary. These procedures have developed well since the last inspection. Other resources for English are organised effectively and are accessible to pupils during lessons. Good use is made of visitors to the school to enhance the curriculum. For example, a children's book illustrator spent the day working with the pupils. During the school's Literacy week, groups of pupils visited a local book exhibition and worked with an author of childrens books.
85. Since the last report, information technology is used appropriately to support the development of literacy skills. All pupils produce pieces of work using the word- processor and use a variety of programmes to practice their spelling and grammar skills.

## **Mathematics**

86. The 1999 test results show that, at the end of Key Stage 1, attainment is above the national average and in 1998 was above that of schools with a similar percentage of pupils eligible for free school meals. The end of Key Stage 1 results have been improving steadily over recent years. At the end of Key Stage 2, the 1999 results also follow a trend of steady improvement over recent years and while attainment is slightly, but not significantly, below the national average, the proportion of pupils achieving Level 5, above the national expectations is better



than the national average.

87. The inspection found that the majority of pupils are currently attaining above national expectations at the end of both key stages. This is due to improvements in the quality of teaching, the advice and support provided by the subject coordinator, together with the introduction of the National Numeracy Strategy and the staff development that has accompanied it.
88. By the end of Key Stage 1, pupils know that addition can be done in any order. They can count forwards and backwards to 25, and can count on or back from or to any given two digit numbers. The teaching of numeracy is a strength, as lessons throughout the school start with mental work associated with number facts and simple calculations. This is having a positive effect on raising standards. In Year 2, the higher-attaining pupils can identify number patterns in addition and can explain strategies for addition and subtraction. At the end of Key Stage 2, the majority can recognise reflective symmetry in regular polygons, they know that a square has four axes of symmetry and an equilateral triangle has three. They can quickly work out division and multiplication facts for tables up to ten. They understand how to reduce a fraction to its simplest form by cancelling common factors in the numerator and denominator. The pupils do so correctly and to a high enough standard to reach the expected standards. The higher-attaining pupils divide and multiply whole numbers by ten and use their knowledge of multiplication tables to solve simple problems. Numeracy is used soundly across the curriculum in an incidental way, rather than as part of a planned programme.
89. The progress of all pupils, including those with special educational needs, is satisfactory overall both over a longer period of time and in lessons. Pupils with special educational needs make better progress in both key stages. In Year 1, pupils add the missing numbers up to 20 on a number line and by Year 2 they calculate accurately simple addition sums to 10 and measure with a metre ruler. By Year 3, some pupils order three-digit numbers to 1000, and in Year 5, pupils use three digits to make the biggest and smallest numbers possible. In Year 6 they can calculate square numbers up to 12 and can convert fractions to decimals.
90. The pupils show sound attitudes to mathematics and respond well to the questioning skills of the teachers, who often ask pupils to explain their thinking. The pupils answer confidently, as they know their answers will be received well, and if they are incorrect they will be asked to think again.
91. The quality of teaching is never less than satisfactory, and in three quarters of the lessons it is good. This is an improvement on the findings of the previous report. A particular strength is the teachers' subject knowledge and their planning, which is linked carefully to the National Curriculum. There are clear learning objectives for each lesson. The pupils are taught mathematics in groups, according to their prior attainment. The lower-attainers are in smaller groups and are supported by classroom assistants, the effectiveness of this support is consistent between classes and year groups. The other groups are larger in number and, with the higher-attainers being in the largest groups, the pupils' work is well matched to what they have learnt before. This too is an improvement on the findings of the previous inspection. The work planned for the higher-attaining pupils in both key stages provides sufficient challenge. Work is marked regularly with constructive comments and corrections and this supports pupils' progress. Homework is used effectively to support pupils' class work.

## Science

92. In the 1999 Key Stage 2 national tests in science, the proportion of pupils attaining at national expectations was below the national average. The percentage attaining Level 5 were well below the national average. However, the results are broadly in line with schools with a similar proportion of pupils eligible for free school meals. Although the 1999 results are slightly below

those for 1998, there has been a steady improvement overall since 1996. Teacher assessment at the end of Key Stage 1 shows a similar pattern.

93. The inspection findings agree with the national test results. Pupils enter the school with a well below average knowledge and understanding in science. While attainment at the end of Key Stage 1 is below average, they have actually made good progress during the key stage. Progress remains good in Key Stage 2 where improvements in literacy and numeracy have an impact on scientific understanding and learning.
94. In Key Stage 1 pupils begin to learn about living and non-living things, they compare different environments and classify materials by some of their properties. All aspects of the scientific curriculum are covered. By the end of the key stage standards of attainment are below average but good progress has been made.
95. By the end of Key Stage 2 pupils understand the elements of fair testing, have developed skills in prediction and evaluation and know the essential elements needed to support life. They have developed some understanding of the universe and the Earth's place within it and have studied a range of forces including gravity, friction and magnetism. Progress throughout Key Stage 2 is good.
96. For pupils with special educational needs progress is good. Their work, in both key stages, is very well supported by class teachers and by high quality classroom assistants. Pupils are well motivated and the very good support maintains their focus and attention. Pupils are interested in science. They are almost always attentive to their teacher and are keen to ask and answer questions.
97. The quality of teaching in science is good in both key stages. Of the five lessons seen during the inspection one lesson for the youngest pupils was excellent and one lesson in Key Stage 2 was satisfactory. The remaining were good or very good. When lessons are good or better planning is detailed, activities are well prepared in advance, the use of questioning to guide learning was well targeted and class management was of a high level.
98. The science curriculum is broad and balanced. The school has addressed the issue raised at the last inspection about the level of investigation and pupils now investigate in all areas of the subject. There are good examples of extended writing in scientific reporting, for example 'What I know about magnets'. Scientific study is supplemented by the use of the school grounds for investigations. Health, drugs and sex education are included in the programmes of study.
99. The assessment of pupils' attainment in science is good. Pupils' work is consistently marked, not only for scientific content but also for literacy and numeracy. Praise is used well and guidance given about how to improve. The information gathered from assessment is used to monitor pupils progress is well recorded and used for reporting to parents. Teachers' knowledge of their pupils is good and levels of support in lessons are well targeted. Future work is planned in line with the good scheme of work and pupils given levels of support to enable good progress. The use of assessment information to fully guide the planning of future work is being developed.
100. The subject co-ordinator has good knowledge and understanding of the subject. He has supported teaching staff well in the delivery of science and particularly in addressing the weakness in investigation highlighted at the last inspection. The progress of pupils is monitored through scrutiny of their work and a keen and active governor is becoming involved in this area of development. The results of the national tests have been analysed to identify areas for improvement. An audit of scientific resources has been undertaken and the levels of texts and equipment have been raised to good levels in all areas. The school has set itself the realistic target of returning levels of attainment in tests to their pre-1999 levels.

## **OTHER SUBJECTS**

### **Information technology**

101. Taking account of lessons, pupils' previous work and discussions with pupils, overall attainment by the end of the key stage is in line with national expectations. Pupils are confident in using computers to communicate their ideas in a variety of ways. For example, in Year 3 pupils are able to use a word processor and are good at being able to enter, amend, save and retrieve information without help from the teacher. They can change the style, colour and size of text and print. In Year 1 and 2 they can programme a floor turtle using sets of simple commands so that it negotiates a pathway. Pupils in Year 6 attending the computer club have produced a Website for the school. In Key Stage 2 they have opportunities to use paint programs, clip art, a digital camera and scanner.
102. Pupils develop good skills in using the equipment and in using the mouse to give instructions to the computer. In Key Stage 2, for example, pupils are skilful in using the mouse to draw with precision. In Year 6 they are beginning to develop skills in controlling devices, they can recognise that devices can be controlled by a computer and write a sequence to produce a recognisable event. Older pupils have produced a newsletter using desk top publishing.
103. Pupils make satisfactory progress as they move through the school, particularly in their skills in using computers and communicating ideas and information. Pupils make satisfactory progress in developing their understanding and knowledge of measurement and control. By the end of Key Stage 2 pupils are able to use computers with considerable confidence and overall are making progress in developing their information technology capability.
104. Pupils have particularly good attitudes to their work in information technology. They are well motivated, able to concentrate for suitable lengths of time and respond with enthusiasm. A strong feature is the way pupils are able to work independently and access the computer without help from the teachers. Pupils are very responsible when using computers and can work together well. They show particularly good respect for the equipment and, indeed, for each other. Behaviour is always good and this contributes very effectively to the standards pupils attain. The computer club is well attended and pupils have created a school website and produced a school newsletter.
105. The quality of teaching is good overall. Strengths in teaching include teachers having a mostly secure knowledge and understanding of information technology and planning that identifies clearly what pupils are to learn. Teachers' expectations are appropriately high and they set tasks that are suitably demanding. The effective way that teachers manage their lessons has a positive impact on pupils' attitudes and willingness to use information technology. Where there are weaknesses in teaching, lesson objectives are not clearly identified, the tasks set do not provide enough challenge or the organisation does not give pupils enough time using the computer.
106. The co-ordinator has developed the subject very well, provides good support and has raised the profile of the subject significantly. The new computer network will allow pupils access to the full range of activities including the use of CD-ROM and the Internet.

### **Religious education**

107. Standards of attainment at the end of Key Stage 1 are below the expectations of the Locally Agreed Syllabus, but by the end of Key Stage 2 are broadly in line. Progress across both key stages is good. The Locally Agreed Syllabus has been fully implemented throughout the school. On entry to the school pupils' levels of knowledge and understanding in religious education are well below average. In Key Stage 1 they learn the basics of Christianity as well as the celebrations and festivals of other faiths. Pupils study aspects of religious education, which

build basic knowledge and understanding. They have little knowledge of any belief system on entry to the school and their early work is appropriately story based. Themed work on journeys, an introduction to elements of Islam and discussions of biblical stories, such as Noah's Ark and Jonah and the great fish, are used to teach elements of the Locally Agreed Syllabus. There is good use of multicultural resources and in one lesson in Key Stage 1 on celebrations the introductory text was African in origin.

108. Throughout Key Stage 2 this good early work is built upon consistently. The focus is upon Christianity, Hinduism and Judaism. Pupils develop clearer knowledge and understanding of the elements of festivals and celebrations, begin to understand the concept of a Supreme Being and develop skills of contemplation and reflection. Pupils are introduced to the importance of signs and symbols in religion. They compare and contrast elements of Christianity, Judaism and Hinduism. Literacy skills are used to undertake studies of the Bible and the Torah. Tolerance and understanding develop as pupils begin to realise that although there are differences there are also many similarities between major belief systems.
109. Pupils participate in discussions readily. They show consideration for the opinions of others and co-operate well when researching, for example when using Bibles in an upper Key Stage 2 class in an effort to understand the composition of the book. Only one lesson was observed in each key stage during the inspection. However, from the scrutiny of pupils work, examination of the co-ordinator's extensive monitoring notes and from talking to pupils the judgement is that the quality of teaching in both key stages is good overall.
110. The very good subject co-ordinator has been a major factor in leading improvements in religious education since the last inspection. The Locally Agreed Syllabus for Devon is fully implemented. The co-ordinator has monitored the work of all classes in both key stages to ensure the quality of teaching and compliance with the school's scheme of work. The previously low levels of resources are now good overall and the range of religious artefacts is very good. Outside speakers visit the school, for example an Evangelist, Auntie Sheila, visits every term. Pupils are encouraged to translate their learning into dramatic productions in assemblies for the whole school.

## **Art**

111. Good progress is made in art throughout the school. The early years emphasis is on basic skills and techniques and observation with good opportunities to develop vocabulary and language to support pupils' thinking about their creative activities. In Key Stage 1 pupils undertake both two and three dimensional work, there is good development of observation, of the use of pencil to produce light and shade drawings of, for example, houses and still life of bricks and blocks. The Year 2 class were creating their own representations of human figures using wire and plaster cloth after the style of Giacometti.
112. In Key Stage 2 there is a further development in the use of colour, examination of the work of famous artists. Again, the use of vocabulary and the acquisition of language with which they can discuss their work is developed well. This was particularly seen in a Year 5 and 6 class where pupils talked about their drawing of a still life with each other in a supportive and constructive manner. Throughout the school, at appropriate levels, pupils talk about the work of artists and learn to see the different techniques and ideas they have used to express feelings and represent scenes and objects. Good behaviour and enthusiastic attitudes are a characteristic of the work in art. Pupils learn, through careful classroom and behaviour management, to collaborate and appreciate the views and efforts of others. The lack of three-dimensional work highlighted in the last inspection has been addressed. The school has created a tapestry which is to form part of a display in the Millennium Dome.
113. Insufficient teaching was seen to make an overall judgement on teaching although the two lessons seen were both very good. The curriculum is well-planned and provides for progression

of learning throughout the school and the subject makes a good contribution to social and cultural development. It is well managed with good encouragement, support, advice and guidance provided by the coordinator.

## **Design and Technology**

114. All pupils make satisfactory progress in design and technology and, by the time they are eleven, their standards of work are typical of that of most pupils of their age. This is an improvement since the previous inspection, when pupils' achievement was judged to be low at the end of Key Stage 2. Pupils with special educational needs make satisfactory progress as much of the subject involves practical activities.
115. By the end of Key Stage 1, pupils understand the properties of common materials and make choices when constructing models. For example, they make sensible decisions when selecting materials to make junk models or the material to make an axle for vehicles they have designed. Pupils understand the importance of planning, which includes deciding that tools they are going to use. The pupils measure, cut and join a variety of materials accurately when constructing models. They assemble carefully simple mechanical models, introducing movement by using axles for wheels, or split pins for joints in card cut out figures. All appreciate the importance of evaluating the quality of their work when it is finished.
116. At the end of Key Stage 2, pupils are accustomed to working from designs, which specify the tools and materials that will be needed for their models and work safely. Most pupils have a good knowledge of a variety of methods to fasten materials together, which includes staples, clips, glue and string. Pupils work confidently with tools, such as saws, drills and scissors, and are fully aware of the need to work safely. When making milkshakes they follow a recipe using different types of fruit. They have ideas for adapting the basic recipe, know and practice the rules of basic food hygiene, work safely, evaluate different outcomes and draw conclusions about the impact of added ingredients. They apply finishing techniques, such as painting carefully, to enhance the quality of their artefacts such as the Egyptian jewellery made from wire and plaster and decorated with gold and silver paint.
117. In Year 6 they construct buggies from Lego which use electric motors and sensors and these are controlled using a simple computer program. In Year 3 pupils are designing and making a money box which includes a simple electric circuit with a buzzer which operates when the lid is opened. In Years 3 and 4 they evaluate commercial food products such as yoghurt and produce detailed analysis of their findings. In Year 6 they have studied the development of the use of mechanisms in the design of machines across the ages and produced a large wall display of their work.
118. The structure of the timetable did not allow sufficient teaching to be observed and thus for a judgement to be made. The development of literacy encourages pupils to use appropriate vocabulary when naming tools and describing what they are doing. For example, when analysing biscuits in food technology, they list ingredients and write out step-by-step instructions, with strict observance of hygiene. The handicraft club meets regularly during lunchtimes each week. Pupils' attitudes are good. All take a pride in their work, and enjoy taking part in design and technology lessons. Pupils with special needs are equally as successful in making things as other pupils and this raises their self-esteem. The subject co-ordinator has managed the subject well and provides good support, guidance and leadership which have contributed to the subject's development.

## **Geography**

119. Good progress is made throughout the school in geography. Younger pupils are introduced to

simple mapping skills by constructing plans of their classroom and plans of the school. In Year 2 pupils make use of aerial views of the area and are able to draw maps of their route to school. By using a key and working out co-ordinate readings, they are able to identify various features on a map. In Key Stage 1 pupils learn directions and the points of the compass by using an electronic robot. In Key Stage 2 there is further development of mapping skills as pupils learn to identify their town on a map of the country. They are familiar with a street map of the area and can identify features such as the school, their home and the beach. Pupils are encouraged to say what they like and dislike about the area and to suggest ways of improving it. Older pupils have been studying Victorian maps in connection with the work they are studying in History and are able to appreciate the way towns have developed. Pupils are well behaved, enthusiastic about what they have learned and proud of the various geography displays in their classrooms and around the school. Pupils learn through the careful planning done by teachers and the exciting way in which the various topics are introduced.

120. Due to the constraints of the timetable, only one lesson was observed during the inspection. The lack of detailed guidelines highlighted in the last inspection has been addressed and the well planned curriculum provides for the progression of learning throughout the school. The co-ordinator manages the subject very well. She has monitored the teaching of geography throughout the school and carried out a recent audit of resources which are stored effectively. She provides good support and guidance for other teachers.

## **History**

121. Good progress in history is made throughout the school. Pupils in Key Stage 1 begin to learn about the passage of time by understanding how time passes in a day, a week and then a year. They understand the passage of time within their own family by plotting on a time line when their parents and grandparents were pupils. They have discussed and observed the different sorts of toys their grandparents might have played with. They are aware how electrical equipment and other conveniences in the home have developed. Younger pupils are also familiar with famous people who lived long ago. They know the important part people such as Florence Nightingale and Louis Braille played in society and the reform which took place because of them.
122. At Key Stage 2 pupils learned about the influences other cultures have had on our society. By looking at evidence in the form of books and other artefacts they know something of the Greek civilisation and the relevance of the first Olympic games. They have a good understanding of the important part the Romans played in developing an early road system in Britain and of the battles which took part at that time. By the end of Key Stage 2 pupils have a very good knowledge of the Victorian era. Pupils are confident about selecting and organising information and use appropriate historical vocabulary. They are familiar with the equipment and utensils of a Victorian kitchen and are able to make discerning comparisons with a modern day kitchen. They have a sound understanding of education facilities and other social issues of the time.
123. Due to time table constraints, no teaching of history was observed. The curriculum is balanced and exciting and ensures that pupils learning progresses throughout the school. The co-ordinator has recently audited resources and these are stored to ensure easy access by pupils and teachers. She has monitored the teaching of history throughout the school and provides support where necessary.

## **Music**

124. Progress is satisfactory. Pupils develop an appreciation and knowledge of the work of different composers and of different styles of music. They are exposed to and respond to different types of music in areas across the curriculum including physical education in dance, history, assemblies and in religious education. Progress is satisfactory but not as strong in the technical understanding of music structure and in composing. Year 2 pupils can copy and maintain a

rhythm, can talk about songs they know and have learnt. Year 6 pupils can recall the names of European composers and most can talk in a limited fashion about the different styles of music from around the world. Older pupils are aware of different aspects of world music and can talk about how music is an important part of other cultures.

125. Due to timetable constraints, insufficient teaching of music was observed to make a judgement although the one observed was satisfactory. The curriculum is balanced and from pupils' exposure to different styles, their ability to compose simple rhythms and tunes - the curriculum meets requirements although there remains an under-emphasis on composing and on a development of the technical side of music. The school has tried unsuccessfully to recruit a music specialist. However, none have applied for such posts which are inevitably emphasising core areas of the curriculum. The subject is managed satisfactorily. There has, appropriately, been less emphasis on developing music in the school during the recent years of curriculum change, the introduction of the literacy hour and, now, the daily mathematics lesson. It remains a long term aim of the school to develop the music provision.

### **Physical Education**

126. Progress in physical education is good in Key Stage 1 and satisfactory in Key Stage 2. The curriculum offered to all pupils covers all aspects of physical education and the school's programmes of study are well structured to provide progression and continuity.
127. In Key Stage 1 pupils practice travelling in different ways, balancing and holding satisfactory still shapes. Many are beginning to build these skills into simple sequences. Their floor exercises are transferred onto large scale and high level equipment, some of which is specifically manufactured for younger pupils. Pupils begin to develop satisfactory skills in moving and placing large-scale equipment. Early skills in passing, directing and catching are developed and pupils learn to move in response to music. From levels of skill in physical education which are below average on entry to the school progress in Key Stage 1 is good.
128. Key Stage 2 pupils develop their early techniques into skills of traditional games such as soccer and netball and they learn how to support each other in order to play in teams. Their skills in dance are satisfactory developed and in this area and in gymnastics about half of pupils develop real poise and elegance in their movements by the end of the key stage. Progress in Key Stage 2 is satisfactory.
129. All pupils enjoy physical education lessons. They respond well to their teachers' highly developed class management skills. The great majority work hard both individually and in small groups. As they progress through the school pupils learn the need for warm up and cool down and the effects of exercise on their bodies. The quality of teaching observed during the inspection was good overall, always at least satisfactory and in one high quality gymnastics lesson for older pupils was very good. Teachers demonstrate good subject knowledge and understanding of the structure of lessons. Improvements since the last inspection are good. All planning is screened by the very good supportive subject co-ordinator.
130. There are extra curricular activities in dance, soccer, netball and cricket. The school dance groups takes part in the annual carnival at Babbacombe and the soccer teams were runners-up in the local area league in 1998/99.

### **Swimming**

131. The inspection of this school included a focussed view of swimming, which is reported below.
132. Pupils in Years 5 and 6 are given swimming instruction in blocks of seven weeks on a rotational basis. During lessons observed at the local swimming pool during the week of the

inspection pupils in Years 5 and 6 were undergoing instruction.

133. Specific instruction was given to pupils in three distinct ability groups, beginners, improvers and swimmers. Each group received a thirty minute lesson, which included specific instruction and practice time. The beginners group was given specific exercise during warm up to build confidence in the water. They were then instructed in the use of floatation boards to encourage good body position in the water. During practice time a half of the group doubled the distance they could move without putting down their feet and all had made good progress, without the use of floatation aids, by the end of the lesson.
  
134. The improvers group made good progress in confidence in the water and in improving their quality of stroke and movement without flotation aids. The swimmers group all improved the quality of their breaststroke kick during the initial instruction and later practice session. Three quarters of the group made good progress in the technique of safe entry to deep or unknown water.
  
135. The high quality instruction was given to all groups by the well-qualified school's physical education co-ordinator. A classroom assistant and two qualified lifeguards constantly monitored non focus groups. Very high quality swimming instruction was limited only by the fact that the pool was partitioned throughout so that the public could swim simultaneously. This limited the school's useable areas to 25m x 5m which limited movement.



## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

- 136 The team consisted of 5 inspectors who spent a total of 19 inspector days in the school. The inspection team:
- ◆ spent 41 hours observing 60 lessons or part-lessons and reviewing pupils' work;
  - ◆ attended a sample of registration sessions;
  - ◆ attended assemblies and a range of extra-curricular activities;
  - ◆ had lunch with pupils;
  - ◆ observed pupils' arrival at, and departure from, school;
  - ◆ observed all teachers at least once and most several times;
  - ◆ had discussions with the Headteacher, teaching and non-teaching staff, the Chair of Governors and other governors;
  - ◆ reviewed all available written work of a representative sample of three pupils from each year group and talked with these and other pupils about their reading;
  - ◆ held discussions with many pupils;
  - ◆ analysed a large amount of documentation provided by the school both before and during the inspection, including:
    - the school prospectus;
    - school policies;
    - the Governors' Annual Report to Parents;
    - minutes of governors' meetings;
    - financial statements;
    - the School Development Plan;
    - subject policies and planning;
    - pupils' reports and records;
    - special educational needs records;
  - ◆ held a meeting attended by 17 parents and considered 79 responses from parents to a questionnaire asking about their views of 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	240	10	73	98
Nursery Class	48	0	3	3

### Teachers and classes

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	10.6
Number of pupils per qualified teacher	22.6

#### Education support staff (YR - Y6)

Total number of education support staff	15
Total aggregate hours worked each week	217.1

#### Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	13

#### Education support staff (Nursery class)

Total number of education support staff	1
Total aggregate hours worked each week	32.5

#### Average class size:

30
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### Financial data

Financial year:	1998/99
	£
Total Income	459 079
Total Expenditure	457 884
Expenditure per child	1 810
Balance brought forward from previous year	20 242
Balance carried forward to next year	21 437



## PARENTAL SURVEY

Number of questionnaires sent out:

195

Number of questionnaires returned:

79

### 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	49	48	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	57	42	0	0	1
The school handles complaints from parents well	25	65	8	1	1
The school gives me a clear understanding of what is taught	39	54	5	3	0
The school keeps me well informed about my child(ren)'s progress	39	54	4	3	1
The school enables my child(ren) to achieve a good standard of work	30	61	6	3	0
The school encourages children to get involved in more than just their daily lessons	34	57	9	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	46	8	12	1
The school's values and attitudes have a positive effect on my child(ren)	33	58	5	4	0
The school achieves high standards of good behaviour	25	57	9	9	0
My child(ren) like(s) school	61	38	1	0	0

### Other issues raised by parents

Of the questionnaires returned with additional comments, all but two were very positive in their comments about the school and its staff. The two that raised concerns have been considered in the course of the inspection and their specific points examined within the context of the whole inspection.