

# **INSPECTION REPORT**

## **BOLHAM PRIMARY SCHOOL TIVERTON**

LEA area: Devon

Unique Reference Number: 113337

Headteacher: Mrs L. R. Austin

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Reporting inspector: Mrs L. Kelsey

Dates of inspection: 29th November 1999 – 2nd December 1999

Under OFSTED contract number: 707210

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant & Junior
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Bolham Primary School Bolham Tiverton Devon EX16 7RA
Telephone number:	01884 253576
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T. Fullick
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs L. Kelsey Registered Inspector	Under fives Mathematics Science Design technology Information technology Art	Attainment and progress Teaching Curriculum and assessment Staffing, accommodation and learning resources
Mrs A. Moss Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils welfare Partnership with parents and community
Mrs H. Toynbee Team Inspector	Special educational needs English History Geography Music Physical education Religious education	Pupils' spiritual, moral, social and cultural development Leadership and management Efficiency of the school

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Alexandra House  
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London WC2B 6SE

## **REPORT CONTENTS**

**Paragraph**

### **MAIN FINDINGS**

**What the school does well**

**Where the school has weaknesses**

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

**Standards in subjects**

**Quality of teaching**

**Other aspects of the school**

**The parents' views of the school**

### **KEY ISSUES FOR ACTION**

### **INTRODUCTION**

**1 - 3**

**Characteristics of the school**

**Key indicators**

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

<b>Educational standards achieved by pupils at the school</b>	<b>4 - 22</b>
<b>Attainment and progress</b>	
<b>Attitudes, behaviour and personal development</b>	
<b>Attendance</b>	
<b>Quality of education provided</b>	<b>23 - 47</b>
<b>Teaching</b>	
<b>The curriculum and assessment</b>	
<b>Pupils' spiritual, moral, social and cultural development</b>	
<b>Support, guidance and pupils' welfare</b>	
<b>Partnership with parents and the community</b>	
<b>The management and efficiency of the school</b>	<b>48 - 66</b>
<b>Leadership and management</b>	
<b>Staffing, accommodation and learning resources</b>	
<b>The efficiency of the school</b>	
 <b>PART B: CURRICULUM AREAS AND SUBJECTS</b>	
<b>Areas of learning for children under five</b>	<b>67 - 74</b>
<b>English, mathematics and science</b>	<b>75 - 96</b>
<b>Other subjects or courses</b>	<b>97 - 133</b>
 <b>PART C: INSPECTION DATA</b>	
<b>Summary of inspection evidence</b>	
<b>Data and indicators</b>	

## MAIN FINDINGS

### What the school does well

- Achieves high standards in English and mathematics at Key Stage 2 and in reading, mathematics and science at Key Stage 1.
- Achieves good standards in religious education. (RE)
- Good progress in design and technology, art, history and physical education (PE) and very good progress in music across the school.
- Good attitudes and behaviour by the majority of pupils.
- Provides good quality teaching in almost nine out of ten lessons and very good teaching in nearly half of the lessons seen.
- Very good curriculum provision including the development of spiritual, moral, social and cultural awareness.
- Excellent assessment procedures and records for core subjects and good procedures being developed for other subjects.
- Very efficient use of resources and accommodation within very tight restrictions.
- Very good leadership of the school and very efficient system for financial control and management

### • Where the school has weaknesses

- I. Below national expectation in standards and progress in information technology (IT) at Key Stage 2.
- II. Below average standards in science for the most able pupils in Key Stage 2.
- III. The accommodation is poor and does not support effective and efficient delivery of the curriculum and use of staff time and expertise.

**The school's strengths outweigh its weaknesses. The governors' action plan will set out how the weaknesses will be tackled. This will be sent to all parents or guardians of pupils at the school.**

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

The school has improved in a number of key areas since the previous inspection and has overcome most of the weaknesses pointed out in the last report. The leadership and management of the school is still very strong and has a strong commitment to improving standards, the quality of the teaching and the curriculum. Governors have become increasingly involved in monitoring the school's development and offer good support through their well structured committees. The school continues to give good value for money. Standards remain above average overall although standards and progress in IT at Key Stage 2 are below expectation. There is a high level of good teaching and a good proportion of very good teaching. There was no unsatisfactory teaching. The quality of teachers' short term planning and the planning of the curriculum has improved further and progress in most foundation subjects is now good. Information about pupils' attainment is well recorded, but not used well enough in science to challenge more able pupils identified by good English and mathematics results. Reports to parents are of a high quality and informative about standards achieved by pupils. Attendance, attitudes and behaviour are still good. The provision for spiritual, social and moral education is still very good. The accommodation is poor and this is a deterioration from the last report. Pupil numbers have increased and space is very tight making teaching difficult and management of the site intolerable for indoor PE, assembly and lunch time. The classroom for the youngest children is still too small, even though it has increased in size since the last inspection. The headteacher continues to have very clear ideas about how the school

can improve and the school is well on course to make good improvements in the future.

### Standards in subjects

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

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

Test results from 1999 in Key Stage 2 show that pupils have performed well above average in English and in mathematics and average in science. When compared to similar schools, standards are well above average in English, average in mathematics and below average in science.

Test results from 1999 in Key Stage 1 show that pupils have performed well above average in reading, below average in writing and above average in mathematics. For science in the teachers' assessments standards were well above average. When compared to similar schools, pupils have performed average in reading, well below average in writing and average in mathematics. For science in the teachers' assessments standards were well above average.

During the inspection, for the pupils currently at the school, standards in English, mathematics and religious education (RE) were above average at Key Stage 1. They were average in science and IT. Standards were above average in mathematics and RE and average in English and science at Key Stage 2. They were below expectation in IT at Key Stage 2. Progress is good at both key stages in art, design and technology, history and PE. It is satisfactory in geography and very good in music throughout the school.

### Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Very good
Mathematics	Very good	Good	Very good
Science		Good	Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Very good	Good	Good

Teaching is good in almost nine out of ten lessons and very good in half. It was at least satisfactory in all lessons seen during the inspection week. There was no unsatisfactory teaching. Teaching is good in all subjects at both key stages and very good in a number of areas. It was very good in art, history and

music. The teaching of science to the lower junior class was excellent, as was one music lesson. The teaching of the pupils who are under five is also very good. These children are integrated well with the older pupils in the class and have appropriate activities planned for them based on their areas of learning. The lack of suitable accommodation for the teaching of indoor PE affects the progress pupils make in gymnastics and dance.

*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**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good behaviour and attitudes and very good relationships which support pupils' progress.
Attendance	Attendance is good. It is above the national average.
Ethos*	Significant strength. Very good relationships and teamwork, positive attitudes and climate for learning and a commitment to very high standards.
Leadership and management	Very high quality. The headteacher has an extremely clear vision for future needs of the school and excellent leadership skills and abilities. There is close involvement by governors and staff are very effective in their designated management roles.
Curriculum	The school provides a very good quality education for all pupils, although more able pupils have less challenging work in science and IT. There are excellent procedures for assessing pupils' attainment and whilst the use of these is good, information could be used to set more challenging tasks in science and IT.
Pupils with special educational needs	Good provision and practice enables most pupils to make good progress through the support given. Lack of sufficient accommodation makes assessment by visiting specialists in private, quiet surroundings very difficult.
Spiritual, moral, social & cultural development	Very good provision for the pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	Staffing, accommodation and learning resources are satisfactory overall. Staff have good expertise and the use of part time staff raises the quality of the teaching. Accommodation is poor which makes it inadequate for the effective delivery of the curriculum. Resources are adequate in quantity, but their storage and accessibility are not satisfactory.
Value for money	Good. Money, time and energy are very well spent on all areas of



school life.

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

## **The parents' views of the school**

### **What most parents like about the school**

- IV. There are high standards of behaviour.
- V. The school values and attitudes have a positive effect on the children.
- VI. Good standards of work are achieved.
- VII. They find it easy to approach the school with questions or problems about their children.
- VIII. Children are encouraged to be involved in more than their daily lessons.
- IX. They are encouraged to play an active part in the life of the school.
- X. That their children enjoy school
- XI. The level of homework set for most children at the school.
- XII. They are kept well informed about what is taught and about their children's progress.
- XIII. That they have a clear understanding of what is taught
- XIV. Complaints from parents are dealt with well.

### **What some parents are not happy about**

- XV. Lack of space for indoor PE, examinations of pupils.

Parents are very supportive of the school and were positive about all aspects. They feel standards are good for all abilities. In mathematics and English this is the case. However standards are not good for the most able children at the end of Key Stage 2 in science and IT. Parents also had concerns about the lack of privacy when talking to the headteacher about confidential matters as there is no formal office accommodation. The school nurse has unsuitable accommodation to conduct medical examinations and parents have to take pupils to the clinic. Inspectors support parents. Accommodation is too small for the number of children attending the school. The lack of suitable space for a headteacher's office, indoor PE, assembly, lunchtime and a medical room is unacceptable.

## **KEY ISSUES FOR ACTION**

To raise standards even further in the school, the headteacher, staff and governors should:

- . Raise attainment in IT by:
  - . continuing to improve and develop staff skills and confidence with IT.
  - . continuing to improve provision of hardware and software
  - . using assessment information to develop pupils' skills.
  - . providing more opportunities for pupils' skills to be incorporated into the curriculum.

(paragraph numbers 13, 31, 34, 54, 97, 98, 99, 100, 101)

- . Raise attainment in science for the most able pupils at Key Stage 2 by:
  - . reviewing schemes of work to ensure there is challenging investigative work and
  - . progressive teaching of skills.
  - . improving the quantity of resources to develop more independence in experimental work and support the teaching and learning more fully.
  - . improving the quality of the co-ordination of the subject so that standards are monitored more effectively.

(paragraph numbers 11, 12, 31, 34, 54, 90, 91, 92, 93, 94, 95, 96)

- . Improve accommodation so staff can work more efficiently, children can be taught effectively and resources can be stored usefully by:
  - . drawing up a strategic plan to improve the size and quality of the buildings, in particular a hall and adequate accommodation for the pupils who are under-fives.
  - . carrying out a detailed site assessment that; lists all health and safety issues and assesses how accommodation affects the efficient use of all staff and management time.
  - . developing a system of monitoring improvements to show that standards and quality of provision are raised over time.

(paragraph numbers 23, 29, 52, 57, 58, 59, 61, 64, 71, 74, 96, 109, 113, 127, 133)

As part of the action plan governors should also consider the points about writing which are raised in the following paragraphs. (4, 75, 81)

## INTRODUCTION

- **Characteristics of the school**
1. Bolham Primary is a smaller than average primary school located near Tiverton in Devon. The number on roll has risen from 54 to 92 over the last four years and is now currently at 100, including those under the age of five. These numbers have risen considerably since the time of the last inspection. There were four children under the age of five at the time of the inspection and these attend school full time, sharing a class with reception and the younger year one pupils. Other classes through the school have pupils with an age span of two years. The number of pupils on the register for special needs is currently eight and this is lower than normal in the school and below average nationally. One child has a statement of special need and this is also below average. Pupils come from a wide range of backgrounds and many attend the school from outside its catchment area. Testing carried out on pupils when they reach the age of five indicates that more than half are above average in ability. Their social and personal skills are well developed, most have attended playgroups. However over the last two years writing skills have been recorded as below average on entry to the school. The number of pupils eligible for free school meals is below national averages at just over five percent.
  2. The accommodation is sited around an old Victorian building which has been extended and modernised. There is one temporary building in the playground for the older pupils. One classroom is housed in the hall which has to be cleared each day for assembly and lunch time as well as for indoor lessons in physical education and music.
  3. The present headteacher has been in post since 1993 and was at the school at the time of the last inspection. The aims of the school are:
    - to help each child to develop his or her full potential academically, physically and spiritually
    - to encourage self reliance and responsibility so that children become independent thinkers and learners
    - to provide a school community where there is respect, care and tolerance between all members, regardless of culture, race or religion
    - to ensure that all children receive their full entitlement to the National Curriculum.

· **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
	1999	6	6	12

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6 (9)	3 (6)	6 (9)
	Girls	6 (8)	5 (7)	6 (8)
	Total	12 (17)	8 (13)	12 (17)
Percentage at NC Level 2 or above	School	100 (94)	67 (72)	100 (94)
	National	82 (80)	83 (81)	87 (84)

  

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6 (6)	5 (8)	6 (9)
	Girls	7 (6)	5 (8)	6 (8)
	Total	12 (13)	10 (16)	12 (17)
Percentage at NC Level 2 or above	School	100 (72)	83 (89)	100 (94)
	National	82 (81)	86 (85)	87 (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
	1999	8	3	11

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7 (6)	7 (5)	7 (6)
	Girls	3 (6)	2 (4)	3 (5)
	Total	10 (12)	9 (9)	10 (11)
Percentage at NC Level 4 or above	School	91 (100)	82 (75)	91 (92)
	National	70 (65)	69 (59)	78 (69)

  

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7 (6)	7 (5)	7 (6)
	Girls	3 (6)	3 (4)	3 (5)
	Total	10 (12)	10 (9)	10 (11)
Percentage at NC Level 4 or above	School	91 (100)	91 (75)	91 (92)
	National	68 (65)	69 (65)	75 (71)

Percentages in parentheses refer to the year before the latest reporting year

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.3
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

- 
- 

**Exclusions**

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

- **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	45
	Satisfactory or better	100
	Less than satisfactory	0

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

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

#### **· Attainment and progress**

1. Pupils enter the school with above average attainment and make good progress during the time in the reception class. The pupils who are under five are well prepared to start the National Curriculum by the time they are five. This is supported by tests carried out within the first weeks of them attending school when last year more than half the children achieved above average levels. In 1998 over two thirds were above average ability on intake and indicates the variance in ability of different year groups in small cohorts. Social skills and numeracy skills are generally good. Pupils speak and listen well and reading is above average. However writing skills are less well developed when pupils start school. Some year groups have a higher percentage of pupils who have been identified with special needs. In some year groups, like the present Year 6, the number of pupils on the register is high compared to the small size of the cohort.
2. In English there is evidence that the pupils currently at the end of Key Stage 1 will achieve an overall standard of attainment in English which is above the national average. Results in the national tests taken in 1999 by the present Year 3 pupils show attainment in reading to be very high in comparison with national standards. Those in writing were below national standards. In comparison with similar schools, the pupils' results for 1999 in reading are average and well below average in writing.
3. For the present Year 6 pupils' standards are likely to be average overall by the end of Key Stage 2. This is because the current Year 6 is a small group of 14 pupils, of whom three are on the register of special educational need. The higher levels of achievement will therefore be more difficult to attain. In 1999 the results in the national tests, taken by pupils who have now left the school, were very high in English. In comparison with similar schools the pupils' results were also very high.
4. The progress the pupils make in reading is good throughout the school up to, and including Year 5. It is only just satisfactory in Year 6. The overall progress made in writing is good in Key Stage 1 and satisfactory in Key Stage 2. The pupils speaking and listening skills have been well-extended over all the year groups. In relation to their ability, the pupils with special educational needs make good progress in English.
5. In mathematics, standards are good overall at the end of both key stages. In the 1999 tests at the end of Key Stage 1 standards were above the national average and were average when compared to similar schools. At Key Stage 2 they were well above average nationally and average when compared to similar schools.
6. Progress is good at both key stages. The youngest pupils can write numbers to 10 and sequence numbers in order. By the end of the Key Stage they are adding tens and units to 20. This work is comparable to the work of a nine year old. During Key Stage 2 pupils can solve problems using a magic square, measure in centimetres and add hundreds, tens and units, setting out the



sum correctly. They also know the rules of rounding up decimals. Most pupils at the top of the school know their times tables well and can order negative numbers. This work is typical of a 13 year old.

7. In science standards seen during the inspection week were in line with national averages by the end of both key stages. Pupils are given less opportunity to study the higher levels at the end of Key Stage 2 and this is affecting the progress of those who are more able.
8. In the 1999 teachers' assessment at Key Stage 1, all pupils achieved standards well above national averages. At Key Stage 2 all pupils achieve at least the nationally expected levels for their age (level 4) but the number achieving the higher levels (level 5) was below national average. When compared to similar schools standards are well above average at Key Stage 1 although the number of pupils who achieve the higher levels is below average. At Key Stage 2, when compared to similar schools, standards are below average overall because the number of pupils who achieve the higher levels of attainment is below average
9. Progress through the school is satisfactory overall for the majority of pupils. In reception they use mirrors to reflect light and they also investigated the properties of shiny and non-shiny materials. By the end of the key stage pupils can wire a simple circuit and include different components which might be used for a switch, which is above the national expectation. At the beginning of Year 3 pupils can differentiate between insulators and conductors and have investigated the blocking of light to create shadows. Work has been progressive through the school to this stage. In Year 4 pupils are working with circuits again and the work is little developed from Year 3. In the oldest class pupils were observed wiring a simple circuit and inserting buzzers and motors. Again this work did not sufficiently progress from the skills demonstrated by Year 3 and 4 pupils in another lesson. The work for Year 6 was below national averages.
10. In IT standards and progress meet expectation at Key Stage 1 but are below expectation at Key Stage 2. Around the school there were some good examples of pupils' work using different software to draw pictures and write articles. By the end of Key Stage 1 pupils can use a graphics program and draw self-portraits. The oldest pupils had designed and written newspaper articles and imported pictures into the text and set out the front page. This work was in line with expectation for desk top publishing skills and pupils make sound progress in developing communicating skills with IT. When interviewed pupils had not used higher level data bases or spreadsheets or used a programmable language to solve problems. Standards in these areas are below expectation by the end of Key Stage 2 and pupils make very little progress here.
11. The standards achieved in RE lessons in both key stages are above the expectations laid down in the locally agreed syllabus. This is an improvement since the last inspection when standards in some aspects were deemed to be satisfactory. Within the Christian faith, the pupils know many of the stories from the old and new testaments, for instance about John the Baptist and Noah. In both key stages the pupils gain a good knowledge of other faiths, including that of Sikhs in Key Stage 1 and Judaism and Hinduism in Key Stage 2.
12. Progress is good in art and the range and quality of work is good including 3 dimensional work. Progress is good in design and technology and pupils develop and learn new skills as they move

through the school. An example of this is the use of construction equipment by younger pupils to build models and by older pupils to help with design for models powered by a motor. In geography progress in both key stages is satisfactory overall. Most pupils are producing work at a level expected for their age and some in Key Stage 2 are achieving beyond this. In history all pupils make good progress. All pupils in both key stages make very good progress in many aspects of music and, as at the last inspection, many produce work of a

well above average quality. Most pupils in both key stages and of all abilities make good progress in all aspects of PE. By the time they leave the school, the standard attained by the majority is at the level expected for pupils of this age and a significant minority achieve beyond this. Pupils with special educational needs attain an appropriate level for their own abilities and many are making good progress against targets set for them.

15.

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

13. The good standards of behaviour and positive attitudes to learning throughout the school have been maintained. The children are responsive and interested, taking part in all the activities provided for them. They are keen and eager to learn. They work and play well together as part of a group, even when they are not being directly supervised. They confidently share their knowledge and skill with the class, and this had a positive effect on learning
14. The personal development of the pupils is very good. The children settle happily and enjoy school. They are confident and establish very good relationships with other children and adults. They are encouraged to think of other people and to be polite. There have been no exclusions.
15. The pupils' attitudes to learning are good, and they continue to benefit by being encouraged to take responsibility for their own learning and to be involved in setting their own targets. There are adequate opportunities for the children to develop their experimental and investigative skills, particularly in design and technology and information technology. Throughout the school the pupils' response to the values and standards set by the school is positive. They develop good habits of working and settle down quickly to tasks and persevere with them throughout the lessons.
16. The pupils' behaviour in and around the school is again good. They are well behaved at lunchtime, despite the cramped and difficult conditions due to problems with accommodation. The school functions as an orderly and happy community. The children clearly understand what is expected and respect the rules and conventions that exist to safeguard them. The rewards and sanctions systems are well established. Incidents of bullying are very rare, and are handled sensitively.
17. The quality of inter-personal relationships is very good. Girls and boys mix well together in class, and pupils treat each other and adults with courtesy and respect. They undertake routine tasks to keep the classrooms tidy and organised, and they collect for charities.
18. The school environment is safe, secure and very supportive. Pupils are able to make very good progress in their personal development and thus grow confidently in their awareness of

themselves and others. Pupils' self-esteem is regarded as important. The quality of wall displays is high, despite the lack of space, and this has a positive effect on the children's learning. Their work is valued and this enhances their personal and social development.

21. **Attendance**

19. Pupils' attendance levels have dropped slightly since the last report, but they are nevertheless good, and are above the national average so that the effect on continuity and access to the curriculum is positive. Registration procedures are properly documented and effectively implemented, meeting statutory requirements. Lessons begin and end on time. Attendance figures are now reported correctly in the school prospectus.

22.

**QUALITY OF EDUCATION PROVIDED**

22. **Teaching**

20. Teaching is good in almost nine out of ten lessons and very good in half. It was at least satisfactory in all lessons seen during the inspection week. There was no unsatisfactory teaching. Teaching is good in all subjects at both key stages and very good in art, history and music. No observations were made of geography at both key stages. The lack of suitable accommodation for the teaching of indoor PE affects the progress pupils make in gymnastics and dance. The teaching of science to the lower junior class was excellent, as was one music lesson. The teaching of the pupils who are under five is also very good. These children are integrated well with the older pupils in the class and have appropriate activities planned for them based on their areas of learning.

21. Pupils with special educational needs receive good support both in their classrooms and on a withdrawal basis. Teachers make effective use of pupils' individual educational plans in their lesson planning and preparation. Classroom assistants are well-trained in their role and give well-informed support.

22. Teachers know all the pupils well and create a good ethos for learning in their classrooms, some of which are very cramped. At particular time of the day staff have to move furniture in the hall to accommodate seats and tables for lunchtime and space for assembly and PE lessons. This is always carried out with little fuss and good relationships are always maintained. Teachers have planned the timetable very effectively to allow the most efficient use of time and space so that pupils are not disadvantaged in any way. All have good subject knowledge which is used well to plan effective and challenging lessons. Good strategies are used to motivate pupils and marking is used effectively to see how well pupils have done.

23. Occasionally some lessons do not have the usual rigour seen throughout the school and at these times behaviour is not fully established and pupils can become noisy and restless. The pace of the lesson slows and progress is not good. This happened occasionally in the older Key Stage 1 class where activities were allowed to drift on too long and pupils called out to the teacher. However most teachers have very high expectations in most lessons. For example in the science lesson seen in the lower junior class the challenge of the activity kept the pupils fully motivated for a sustained time. This expectation is not so apparent in science at the top end of the school

where more able pupils are not always sufficiently challenged and some pupils waste time and chatter.

24. Lessons are very well structured and teachers use question and answer sessions well with pupils. Homework builds on work being carried out in the class and pupils know what is expected of them. Teachers have good classroom management skills and the teacher of the older junior class has good communication skills and an enthusiastic approach with this more difficult group of pupils.

27. **The curriculum and assessment**

25. The school provides a very good quality of education which is broad and balanced and has improved since the last inspection. It fully meets statutory requirements. There is good focus on literacy and numeracy and the remaining core and foundation subjects. The provision for pupils with special educational needs is also good. The school promotes pupils' intellectual, physical and personal development preparing pupils well for the next stage of education at senior school. However the development of high achievement in science and IT is not as good as in other subjects. In science tests for instance not so many pupils achieve the higher levels of attainment as in English and mathematics. The higher levels of IT are not being taught to more able pupils. In PE the accommodation for indoor gymnastics is severely restricted and the school has to provide good alternative arrangement to ensure pupils are physically fit.
26. The curriculum for the pupils who are under five is also good and meets all the recommended areas of learning. The children are grouped together with a class of pupils who are five and six years old. Separate activities are planned for them within the class although space in this room is unsatisfactory. The children have opportunities for self expression and role play as well as time to experiment with sand, water and construction toys. The lack of a special outside play area for physical development restricts their access to using large wheeled toys, although the school presently has no large wheeled outside toys because of a lack of space to store them.
27. Pupils are given many opportunities to develop their personal and social education through different responsibilities such as monitoring pupils on and off buses and in the very mature way in which they select their choices for lunch from previously circulated menus. Aspects of health and sex education are taught through the programme of personal social and health education.
28. Curriculum planning policies are in place and schemes of work are based around the nationally published documents for science and IT and most foundation subjects. The school follows the nationally recognised literacy and numeracy strategy and, for RE, the local syllabus. There is a high level of detailed curriculum planning both termly and weekly and co-ordinators monitor their curriculum areas to ensure coverage over a two year cycle in history geography, science and design and technology. In lesson plans targets are clearly explained to pupils and time for a plenary session is built into most lessons. These were good aspects seen during the inspection. In most cases different work is set for pupils of different ability and age. Only in science and IT is work less challenging to ensure higher achievement is made in these subjects. Co-ordinators monitor most subjects but science and IT have not been monitored and the school is unsure of what the standards are in classes at the end of both key stages. Governors are becoming increasingly involved in monitoring the curriculum. The school provides a good selection of extra curricular activities including tag rugby for which the school has won competitions.
29. The school has excellent procedures for assessing and recording pupils' progress. All statutory tests, including tests when pupils start the school baseline are administered. Other national tests are carried out and results are fully recorded and monitored for individual pupils. Data is collected on one sheet which is clear to follow and allows staff to track pupils' progress through the school. Teachers record pupils' progress in all core subjects including IT.
30. There is continuous assessment of pupils with special educational needs. These pupils are well-supported by their teachers and class assistants. The targets set in their individual educational

plans are clear and reinforced in the classroom situation. The curricular needs of all children on the register of special educational need are being fully met.

31. Tests data is analysed to see trends and progress made by different cohorts of children. The school knows the present Year 6 pupils will not achieve such high grades as the pupils gained last year because of the higher number who have at times been recognised as having learning problems. However the school has put in place additional learning support and focused teaching in literacy for these pupils. Information gathered on pupils' skills in IT and science are not used to inform teachers' planning to ensure that pupils are more challenged by higher levels of work at the end of both key stages and progress their learning through more focussed teaching. Reports to parents are full, evaluative and informative about how well their children are doing.
34. **Pupils' spiritual, moral, social and cultural development**
32. As at the last inspection, the provision for all areas of the pupils' spiritual, moral, social and cultural development is very good.
33. Spiritual development occurs in assemblies and in religious education lessons. Assemblies are well-planned around a thematic approach and provide pupils with opportunities to think about their own experiences. They allow moments for pupils to reflect appropriately in prayer. Issues raised, such as caring for others, are suitably extended in classrooms during RE and personal and social education (PSE) lessons as well as circle times. There are occasions, for instance when Advent candles are lit and later extinguished, or when a bulb lights up during a science experiment, when the pupils actually marvel in wonder at the event. The aerobics session at the beginning of each day, in which all the school, parents and younger siblings take part, is a healthy social occasion. It is also a tangible expression of the school's intention to be one big happy family working and playing together and, as such, is a spiritually uplifting experience for all participants.
34. Assemblies, RE and PSE sessions and circle times are all used very effectively for discussion and reflection on moral issues. Well-chosen stories, and sensitive discussion of incidents that arise in school, are used to help the pupils make judgements over issues of right and wrong. Although there is a system of sanctions, the school has a positive approach to behaviour management. The pupils appreciate the verbal and material awards they are given when they are particularly good or helpful.
35. The provision for the pupils' social development is very good. In many lessons the pupils are encouraged to become independent learners. This is particularly the case in literacy sessions, where groups of pupils concentrate on their own set tasks, leaving the teachers free to help those who are the focus of their attention that day. The school successfully encourages pupils to develop a very good understanding of justice and fairness and they play and work well together. Monitors take their responsibilities seriously for many aspects of school life, including helping to supervise the groups of pupils using buses at the beginning and end of each day. During one session a week, the older pupils share a reading time with the younger ones and this time is beneficial and enjoyed by all. The pupils' daily relationships with each other, and with all the staff, are very good and underpin the school's very positive ethos. In class 2, their solicitude for the child with physical disabilities is particularly touching.
36. The pupils are building on their knowledge and understanding of their own cultural heritage

within many areas of the curriculum. For instance, through their work on the past occupants of the local big house, they are able to imagine what it was like to be a poor worker or a rich mill owner in Victorian times. In art, the pupils learn about different craftspeople and in music they listen to the work of a range of composers. Visits to the locality, and visitors to the school, enrich this area of provision. Trips further afield to Bristol, London and York, widen their knowledge to an even greater extent. Additionally, the pupils are very successfully introduced to the existence of other cultures and religions, such as those of the native Americans and ancient Egyptians as well as Judaism and Hinduism. Their understanding of the richness and diversity of these is raised through stories, music, art, the use of artefacts and visits to different places of worship.

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

37. The school continues to provide a very secure, happy and caring environment for the pupils and has very good procedures for ensuring pupils' support, guidance and welfare. It communicates effectively with parents about welfare and guidance matters, providing, for example, clear and practical advice about discipline and school uniform.

38. Procedures for monitoring academic progress and personal development are very good for all pupils. Staff have high expectations for good behaviour and very effective procedures are in place for promoting discipline. The procedures for monitoring and promoting attendance are satisfactory, and those for child protection and the promotion of pupils' health and safety are very good. Teachers and support staff all make a very significant contribution to providing a caring atmosphere and a safe environment for learning for all pupils. The school has good links with external agencies. The health education policy implemented very sensitively throughout the school. Pupils with special educational needs are well catered for through individual education plans which are reviewed on a regular basis. These pupils, together with those in Year 3 who have been identified as needing an extra boost in order to achieve better standards, receive good support both in their classrooms and on a withdrawal basis.

39. The pupils are confident in their dealings with each other and in approaching any member of the teaching and support staff. Emphasis is put on raising self-esteem and politeness. The more able pupils are receiving good support in most subjects, but are not sufficiently challenged in science and information technology. Close liaison with parents also has a positive effect on the quality of the induction of new pupils, and there is good preparation for transfer to secondary school. The staff receive appropriate training to enable them to keep up-to-date with aspects of care and welfare, and responsibility for health and safety is clearly defined. A very comprehensive policy for child protection is in place.

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

40. The strong links with parents and the community at the time of the last report have improved and are now very good. Parents feel welcomed into the school where they make an effective contribution to the children's learning by, for example, helping in the classrooms. However, this contribution could be made even stronger if there were more space available for more parents to participate in the children's learning.

41. Parents take an interest in what the school has to offer their children, and FOBS (The Friends

of Bolham School) manifest this through very effective fundraising efforts. Parents speak highly of the systems of communication and they are receiving very good information about the curriculum and topics. The methods of induction of new children and the transfer of children to secondary school are highly valued. They also appreciate the school prospectus which is very informative. Parents of children on the register of special educational need are kept fully informed about review dates, the targets set and progress towards meeting these.

42. Staff are regarded as very approachable and their knowledge of the pupils is thorough. Written reports to parents are good, and they now include clear information about the pupils' attainment, meeting statutory requirements. Parents speak highly of the way in which the reports are given to them just before a parents' evening, so that they have time to study them and then discuss them with the teachers. The homework policy is comprehensive, and it is being implemented positively so that parents and children know what is expected.
43. The school's work is very effectively enriched by links with the local community. They have close links with church groups, local shopkeepers, Knighthayes, and the school is a member of the Devon Business Partnership. Visitors are invited into the school to share their skills and interests, such as artists, theatre groups and sculptors. "Wallis the Lion" is a very popular visitor to school assemblies.
44. Pupils go on outings, for example, to Exeter, York, Dartmoor, theatres, and have residential visits to outdoor education centres and adventure camps. These visits are linked to class topics and play an important part in extending the curriculum. The quality of work displayed on the walls of the school is good, but if there were more space available there could be an even greater contribution to the quality of learning and the pupils' standard of attainment.

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

##### 47. **Leadership and management**

45. The leadership and management of the school are of a very good standard. The headteacher has an extremely clear vision for the future needs and aspirations of the school and excellent leadership skills and abilities. She has high expectations both of herself, and the rest of the staff, and leads through personal example. To a very high degree, the school's aims, values and policies are met. These findings are even more positive than in the last report.
46. Due to the small size of the school, and budget restrictions, there is no nominated deputy headteacher. Staff very conscientiously undertake the responsibility to lead one or more subjects and keep themselves up-to-date with new requirements and initiatives. Planning is in place for each subject and this has been recently reviewed both in the light of new national schemes of work and the introduction of the literacy and numeracy strategies. The clever employment of part-timers with a particular subject interest or expertise has resulted in nearly all areas of the curriculum being well co-ordinated and managed. The only exception to this is in science which is currently being monitored temporarily by the headteacher. Co-ordinators are responsible for auditing resources in their subjects, long-term planning, giving advice to colleagues and the management of a budget. They do this very effectively. Their monitoring and



evaluating role, particularly in literacy and numeracy, extends from looking at teachers' short-term planning and pupils' work to observing colleagues in their classrooms. Co-ordinators' action plans form part of the school development plan and success in meeting their targets is constantly reviewed. As at the last inspection, the member of staff with responsibility for the provision of support for pupils with special educational needs manages this aspect effectively. This leads to these pupils making good progress according to their varied abilities. Together with the very high quality of the teamwork and relationships which exist, the co-ordinators' effectiveness leads to the establishment of the very good learning environment in place within the school.

47. A detailed and very clear school development plan is in place. This is developed, reviewed and monitored with the full involvement of the staff and governors, led by the headteacher. It is a very effective working document and totally underpins the improvements in teaching and learning which have been identified as priorities. The school has a great deal of statistical information about pupils' attainment and their progress from year to year. The targets set both for cohorts and individuals are sufficiently ambitious and progress towards achieving these are carefully monitored.
48. Many members of the governing body are new and they are working hard to develop as a team. Most are now closely involved with the management of the school at various levels and are able to contribute valuable advice and ideas based on their own professional expertise and experience. There are several useful sub-committees and meetings are well-minuted. Governors are working hard to raise their awareness of new educational issues and initiatives. Those for literacy, numeracy and special educational needs have been on appropriate local education authority courses and are well aware of their responsibilities with regard to these areas. Each governor is assigned to a subject and class and is involved in monitoring in these areas. Rotas, both for hearing reading and making class visits, are in operation. The chairman of governors, who is also the chairman of the finance committee, has good communication with the headteacher and his expertise in financial matters is much valued.
49. Any possible health and safety issues presented by the buildings are conscientiously monitored by the governing body, but the school faces a great number of management challenges because of lack of space. The difficulties with the accommodation are outside the control of the school and many representations have been made to the local educational authority about resolving these problems. The nature of the site and its buildings is costly in terms of staffing, curriculum time and resourcing, as well as having an adverse effect upon some subject areas and the learning environment of the reception classroom. Members of staff do everything they possibly can to manage these difficult situations to the best advantage of the pupils.
50. The school carefully monitors that there are equal opportunities for all children and staff. Statutory requirements are fully met, including the provision for children with special education needs, which fulfils those of the Code of Practice. The school is in a good position to continue to make improvements in the future.

53.

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

51. The school has maintained a good level of staff expertise since the last inspection. However expertise is currently not well used in science where the subject is currently co-ordinated by the headteacher who has a heavy work load. She has been unable to monitor standards in science through the school, particularly looking at what the more able pupils can achieve. There is good leadership of other curriculum areas and IT has recently been audited by the new co-ordinator and this subject is on track to improve in the future. A part time member of staff co-ordinates geography and has little time to monitor her area of the curriculum. Staff work well together especially the links between full time and part time staff and this use of specialist part-time staff raises the quality of teaching in the school. Training is being provided for staff to go on courses and this matches the school development plan where possible. The school offers good support to students who work in the school.
52. The quality of support staff is good. Parents provide additional help and the school encourages many visitors to the school. For example the music specialist brings a high level of expertise to school. The visitor who takes an assembly occasionally gave an interesting and entertaining talk to the children about advent. Students to the school bring extra breadth and dimension and contribute to the high standards of education. They are well supported by school especially by the headteacher who works hard to mentor them through their teaching practice.
53. The quality of support for pupils with special educational need is good especially that provided for the pupil with a statement of special need. The teacher with responsibility for special educational needs has benefited from courses linked to her co-ordination role. All learning support and classroom assistants are well briefed and make a strong contribution to the good progress made by pupils with special educational needs.
54. The adequacy of the accommodation for the effective delivery of the curriculum is poor. It is very small, and even though there have been some changes since the last report, the number of pupils has risen. The lack of a hall remains a problem for assemblies, gymnastics and dance, and it is very time consuming and difficult to set up the tables for lunch. There is no medical room, and children who are unwell and are awaiting collection by adults have nowhere comfortable to sit. The school nurse has difficulties in performing simple eye and hearing tests, and children have to attend the clinic for these, thus missing valuable time in school. The headteacher does not have a study or even a quiet area for confidential discussions. The cloakrooms are also very inconvenient. The lack of space in the school results in visiting specialists finding it difficult to assess pupils with specific problems in privacy and quiet.
55. The staff make valiant efforts to utilise all the space available, but the classrooms are cramped, and have to be cleared regularly for PE and other practical lessons, using up valuable time and energy. There is little space for wall displays to celebrate the children's work, and also parental help and involvement in assemblies has to be limited.
56. The accommodation and grounds are well maintained and clean. The outdoor areas are quite large with well marked playgrounds and playing fields, and there are some seats. The school have a very restricted area for use as a library, but it is not complete, and books for the older children are in the mobile classroom making access difficult. There are fiction and non-fiction books to support the curriculum and some books to challenge the more able pupils.

57. The adequacy of resources overall is satisfactory. Those for English, maths, history and music are good, those for information technology, design technology, art and religious education are satisfactory, but those for science are unsatisfactory. There is not enough space for the display of resources to support the teaching of cultural awareness. Areas for small group work for pupils with special educational needs are virtually non-existent and there is little room to store specialised resources.
58. The inadequacy of storage space and accessibility of resources is a great problem. Most resources are stored in outside sheds, and a lot of time is wasted in trying to gain access to what is needed at the back of the sheds, sometimes in bad weather. Despite the untiring efforts of the hardworking staff and children to overcome these difficulties, this has had an adverse effect on the delivery of the curriculum for the children.
- 61.

## **The efficiency of the school**

59. The systems for financial planning and monitoring the budget are very good. The finance committee is fully involved in implementing these systems. The committee meets on a regular basis and keeps appropriate records and minutes which are shared with the rest of the governors. The headteacher and governors all have a clear understanding that the budget must be used effectively to service the curriculum. Decisions made, such as that to use the large carry-forward accrued in previous years on improving the accommodation and providing much-needed resources, are well thought through.
60. The school has very clear aims and these are translated into the school development plan. The governing body and headteacher work closely together to set the budget in the light of the priorities identified in the plan and monitor its use very carefully. Subject co-ordinators have delegated budgets for their areas of responsibility and are expected to achieve good value for money and justify their requirements. No financial resources are allocated to the school to support pupils on the register of special educational need, but the provision it makes from its main budget ensures that these pupils make good progress. The allocation for staff development is used to make very good arrangements for the professional growth of both teaching and non-teaching staff. This has resulted in significant benefits to the skills, knowledge and understanding of the staff, and the quality of teaching and learning.
61. The deployment of teaching staff is good and the timetabling of classroom assistants is carried out carefully to maximise the use of their support. The mid-day supervisors and caretaker all demonstrate a consistent, caring approach to the pupils and this adds considerably to the very effective running of the school. However, as a result of organisational problems due to the lack of accommodation, too much staff time is used inefficiently putting out, and stowing away, furniture and equipment in order to meet the demands of the curriculum and allow for school dinners to be served. Otherwise, even in their present form, the buildings and resources are used in a innovative and highly effective way.
62. There has been a very recent audit of the school's financial systems and the minor recommendations made in this have been dealt with appropriately. Financial control and the day-to-day running of the school, due to the hard work of the administrative officer and clerical assistant, are excellent. Notwithstanding the extra demands made on staff by the lack of space, good systems are in place to ensure that the school runs very smoothly.
63. Income and expenditure per pupil are well above the national average for schools of a similar size and type. Taking into account the mainly good social circumstances and attainment of pupils on entry, the good quality of education provided and the standards achieved when the pupils leave, the school provides good value for money. Money, time and energy have been very well spent on all areas of school life.
- 66.

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

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

64. Children in the reception class enjoy listening to stories and join in well with other pupils. They join in well with the older pupils in the class and can answer the teacher in complete sentences.
65. Pupils in the reception class are beginning to show good reading skills. All can turn pages correctly and use pictures clues for the story. The most able pupils had a good sight vocabulary of almost 20 words which is typical of a six year old. All pupils know that letters have their own sounds and that words carry meaning. All children take a book home each day to share with a parent. Reading skills are re-inforced through phonic work in class and use of their reading book. Early writing skills are encouraged and all can write their own names on an envelope. They were also able to write a character name on cards. This is a good level of achievement. Work is organised to allow different groups to make good progress and, by the time they are five, to achieve the nationally recognised learning outcomes for language and literacy.
66. Pupils' attainment in number is good. Many children can count and recognise numbers to seven, and the most able can count and recognise numbers to ten. In the reception class pupils were consolidating their understanding of the days of the week and most can sequence these correctly by reciting them with the teacher. Pupils are making good progress in developing numerical skills.
67. The pupils make satisfactory progress in increasing their knowledge and understanding of the world around them. They use construction equipment to build models and have regular opportunities to experiment with sand, water and other materials, which form the basis of scientific and technological concepts. In science they could sort shiny and non-shiny objects and arrange them into two criteria on a decision tree. They have experience with IT and standards here are good, as pupils learn to operate a computer with a mouse and draw pictures. They were able to find letters on a keyboard and this work linked very well to the work they were doing with initial letter sounds.
68. There is no special outside play area for the sole use of the children under five years old. They do however use the hall for PE lessons although this has to be cleared of furniture as it is used as a classroom. There are no large wheeled vehicles for these pupils to use because the school lacks suitable space to store them and make them accessible to the children. The reception children have regular time tabled visits to the hall for dance and musical movement. They were observed being able to choose who to have as the farmer's wife. The children have opportunities to develop their fine motor control through the use of tools such as crayons, brushes, scissors and other tools. Pupils are likely to meet the learning objectives for physical development by the time they are five.
69. Pupils are given good opportunities to express themselves through mixing paints and showed developing skills in manipulating brushes and control over their movement. In music they were exploring sounds and learning different beats through clapping. They can recognise different instruments from taped music and show some understanding of symbols to

communicate musical ideas. Standards were good in musical development for the under fives. Through role-play there are opportunities for make believe. They play amicably together developing good social skills. They enjoy learning how to express and understand characters other than themselves and the children are likely to meet the learning outcomes for creative development by the time they are five.

70. Children play and work well together and relationships are very positive. They join in well with older pupils in the class both at lunch time and in the playground. Their personal and social skills are above average when they enter school. Most have attended local playgroups. By the time they reach the reception year pupils are well prepared socially to follow the National Curriculum.

71. Teaching is very good for the children who are under-five. The children are well integrated with the older pupils in the class and in the main work along side them for most activities. The teacher has good subject knowledge which is used well and the resources in the classroom are accessible to develop pupils in all the areas of learning. However space for the physical development of the under fives is restricted both in the classroom and through the lack of a suitable outside area for using large wheeled vehicles. Nevertheless the good teaching seen for the children who are under-five promotes good progress and pupil's standards are above average by the time they are five.

74. **ENGLISH, MATHEMATICS AND SCIENCE**

74.

74. **ENGLISH**

72. There is evidence that the pupils currently at the end of Key Stage 1 will achieve an overall standard of attainment in English which is above the national average. Results in the national tests taken in 1999 by the present Year 3 pupils show attainment in reading to be very high in comparison with national standards. Those in writing were below national standards. In comparison with similar schools, the pupils' results for 1999 in reading were average and well below average in writing. The results in the national tests taken by the current Year 4 in the previous year, 1998, show standards above the national average in reading and below this in writing.

73. For the present Year 6 pupils' standards are likely to be average overall by the end of Key Stage 2. This is because the current Year 6 is a small group of 14 pupils, of which three are on the register of special educational need. The higher levels of achievement will therefore be more difficult to attain. In 1999 the results in the national tests were very high in English. In comparison with similar schools the pupils' results were also very high.

74. In both key stages, the small number of pupils in each year group results in significant swings in statistics from year to year and presents difficulties in plotting trends over time. However reading attainment at age 7 has improved since 1996 while that for writing has stayed reasonably static. Overall attainment at age 11 in English was above the national average in 1996, average in 1997 and very high in 1998.

75. The progress the pupils make in reading is good throughout the school up to, and including Year 5. It is only just satisfactory in Year 6 because the number of pupils with special needs is higher in this year group. The overall progress made in writing is good in Key Stage 1 and satisfactory in Key Stage 2. The pupils speaking and listening skills have been well-extended over all the year groups. In relation to their ability, the pupils with special educational needs make good progress in English. This is due to the careful match of classroom work to their capabilities and to the individual targets they are set. In both key stages the help they receive from very experienced support staff in the classroom, or on a withdrawal basis, is an additional bonus. Those pupils in Year 3, who did not achieve at a sufficiently high level in last year's end of Key Stage 1 national tests, are given additional support in order to improve their performance. By the time many children leave the reception class they have already started on aspects of the National Curriculum.
76. In both key stages the pupils' speaking and listening skills are above the national average. In the Key Stage 1 class, they express their ideas and views articulately and listen attentively to their teachers and to what other children have to say. In Key Stage 2, this develops into an ability to talk and listen confidently in many situations. They give opinions based on their own research, as well as listening carefully to the views of others. In both key stages the pupils are using an ever-increasing vocabulary which is often specific to the subject they are studying. An example of this was seen in music, where pupils in reception use the word "coda" with understanding. The pupils rise to opportunities to speak to a wider audience and during one assembly participants could be heard clearly by all.
77. At the end of Key Stage 1, standards in reading are above the national expectation. During the paired reading session held once a week, even the youngest pupils are keen to share their books and reading skills with their older partners. At the end of Key Stage 2, standards are in line with the national average. Most pupils, including the less able, are reading fiction and non-fiction books accurately with reasonable fluency and enjoyment. However, their comprehension skills are insufficiently mature and they find it difficult to discuss what they have read. The pupils are developing good reference skills and confidently talk about the use of index and contents pages to find information. In Years 3 and 4, through a series of lessons based on an encyclopaedia of Tudor medicine, pupils improve these skills still further. However, the poor siting of the library, due to the lack of space in the school, means that not all pupils have sufficient opportunities to practise their research skills and work independently at Key Stage 2. Generally, reading books are well-matched to pupils' experience and ability. A valuable partnership with parents has helped to maintain and improve reading standards and reading books are taken home on a regular basis.
78. Overall, at the end of Key Stage 1, standards in writing are above the national average. Many of the pupils are using a wider and more interesting vocabulary. They are developing an appropriate use of capital letters and full stops. A few are achieving an even more sophisticated ease with punctuation than this. Their handwriting skills are satisfactory, with the majority of pupils in Year 2 using legible, well-formed, cursive writing. By the end of Key Stage 2, the content of their work is suitably varied and interesting. Their writing covers a range of styles such as letters asking for a job in a Victorian Mill and poems written for Remembrance Day. However, many of the pupils in Year 6 have problems with spelling, even of the more common words, and their use of punctuation is not developed to a suitable level. Although these pupils use a cursive style of handwriting, this is often untidy. In the present Year 6, about a third of the pupils are achieving standards below the national average and this matches the number of

pupils identified with special needs who get additional support. To a varied but somewhat lesser extent, problems with comprehension and writing skills run through all classes in Key Stage 2. For example, pupils in Years 3 and 4 found it difficult to summarise statements about surgery in Tudor times.

79. In both key stages, the introduction of the national literacy strategy has had a positive effect on pupils' learning. In literacy lessons they make good progress throughout the school up to, and including, Year 5. That made in Year 6 is only just satisfactory because of the number of pupils identified with special needs. The implementation of the strategy has been very well-coordinated and planned, ensuring that reading and writing texts support the cross-curricular

approach of the school. For example, an extract from "The Secret Garden" gave pupils in Years 5 and 6 an insight into life in India at the turn of the century. The pupils' attitudes and behaviour in literacy lessons are particularly good. They are eager to participate in classwork and co-operate in group sessions.

80. Overall, the quality of teaching throughout the school is and on occasion, it is very good. All lessons are very carefully planned and structured and a good pace is maintained. The teachers are clear about what they want the pupils to learn and they work very hard to resource and introduce appropriate activities to achieve these objectives. Good use is made of classroom boards and overhead projectors to reinforce work in progress and focus pupils' attention on teaching points. The teachers employ good questioning skills which elicit sensible, well-informed answers. Plenary sessions are successful in revisiting teaching points and receiving feedback from pupils about what they have achieved. For instance, in one Year 1 and 2 lesson the pupils were eager to share their success in finding words ending with "s", "ing" and "ed". The teachers band pupils by ability for the literacy group sessions and this ensures a good match of work to their capabilities. Excellent records are kept of attainment and progress in this subject. In Key Stage 1, all pupils have their current targets for improvement, for example with regard to handwriting, in front of them on their desk as a constant reminder.

81. In all classes the teachers have built up highly supportive relationships with pupils and these have a positive effect on the teaching and learning. In one very good lesson in Years 3 and 4, the teacher made strong links with information technology as a tool for reference and publishing purposes. In another in Years 5 and 6, very lively and confident communication with the pupils ensured that they all understood the tasks. An appropriate amount of homework is given in each key stage and this reinforces work on reading, spelling and topic work being undertaken within the school at that time.

82. A useful portfolio of pupils' writing has been compiled, showing staff agreement on the National Curriculum levels achieved by each piece. This is valuable material for future reference by current, and new, staff. The marking of pupils' work is often well-used to extend or make improvements to their learning. The school has worked hard to gather a great deal of information about the attainment of pupils in all year groups and uses this data effectively to set realistic targets for each class. Resources for the literacy strategy are good and a wide range of new, exciting sets of books have been added to class libraries to support work in this aspect.

85. **Mathematics**



83. Standards are good overall at the end of both key stages. In the 1999 tests at the end of Key Stage 1 standards were above the national average and were average when compared to similar schools. At Key Stage 2 they were well above average nationally and average when compared to similar schools.
84. Progress is good at both key stages. The youngest pupils can write numbers to 10 and sequence numbers in order. By Year 1 they can add numbers to 10, double numbers and match one to one relationships. They know the names of 2D and 3 D shapes. By the end of the Key Stage they are adding tens and units to 20. This work is comparable to the work of a nine year old. During Key Stage 2 pupils can solve problems using a magic square, measure in centimetres and add hundreds, tens and units, setting out the sum correctly. They also know the rules of rounding up decimals. Most pupils at the top of the school know their times tables well and can order negative numbers. This work is typical of a 13 year old. Pupils use their numerical skills well across other subjects of the curriculum. An example of this was in design and technology when they measure out material to use in models.
85. Most pupils have good attitudes to work and are well motivated by tasks set for them. A good example of this was in the younger junior class lesson on subtraction where they were well motivated and very well behaved. Noise level is allowed to rise such as in a Key Stage 1 class. This effects concentration of some pupils. Most pupils are confident, particularly the youngest ones who use resources well to help them count and add up. Time in lessons is used well and the pace in most lessons is good. Teaching is very good overall. It is very good in the reception and the junior classes and good in the infant class. All lessons are planned effectively using the numeracy strategy for guidance. There is a high proportion of direct teaching with very good question and answer sessions. All teachers have good subject knowledge and use mathematical language well. There was a good example of a good introduction to a lesson in the oldest class where clear objectives for the lesson were fully explained to the pupils. Occasionally strategies for encouraging the children to listen were not effective such as in the older Key Stage 1 class, where pupils continued to chatter after being asked to be quiet.
86. Planning is good and focuses on the numeracy strategy with opportunities for both group work and independent challenges. The planning used by the teachers for individual lessons is often very detailed with clear objectives for the session and work is set for different abilities and ages within the class. An example of this was in the younger junior class where high expectations were set to pupils to solve complex number problems. However, pupils in the school are not yet identified for specific problems with numeracy or supported through special educational needs programmes if very able. Regular tests of pupils achievements are carried out and recorded and results of mental arithmetic tests are scored frequently. Academic records are also good and give teachers the information to plan for future lessons and a portfolio of sample work is kept for reference. Resources are good and kept in individual classes. Staff teach confidently and use resources well to support learning. The subject is well co-ordinated and monitored, although IT is not used well to develop pupils' skills in using spreadsheets and program languages which explore the properties of shapes.
89. **Science**
87. Standards seen during the inspection week were in line with national averages by the end of both key stages. Pupils are given less opportunity to study the higher levels at the end of key Stage 2 and this is affecting particularly the progress of those who are more able.

88. In the 1999 teachers' assessment at Key Stage 1, all pupils achieved standards well above national averages. At Key Stage 2 all pupils achieve at least the nationally expected levels for their age (level 4) but the number achieving the higher levels (level 5) was below national average. When compared to similar schools standards are well above average at Key Stage 1 although the number of pupils who achieve the higher levels is below average. At Key Stage 2, when compared to similar schools, standards are below average because the number who achieve the higher levels is below average.
89. Progress through the school is satisfactory overall for the majority of pupils. During the inspection pupils were studying the topics of light and electricity. In reception they use mirrors to reflect light and they also investigated the properties of shiny and non-shiny materials. By the end of the key stage pupils can wire a simple circuit and include different components which might be used for a switch, which is above the national expectation. At the beginning of Year 3 pupils can differentiate between insulators and conductors and have investigated the blocking of light to create shadows. Work has been progressive through the school to this stage. In Year 4 pupils are working with circuits again and the work is little developed from Year 3. In the oldest class pupils were observed wiring a simple circuit and inserting buzzers and motors. This was in preparation for some work linked to design and technology where the pupils were planning to design and make fairground models which operate from an electrical motor. Again this work did not sufficiently progress from the skills demonstrated by Year 3 and 4 pupils in another lesson. The work for Year 6 was below national averages.
90. When interviewed the oldest pupils could recall facts from different aspects of the science curriculum and have a firm knowledge of concepts identified with the national average (level 4) but this was not sufficiently of a high enough standard for the more able pupils. For example they did not understand how to separate a mixture of two solids, such as sand and salt, or how to use a microscope as a precision instrument. They had done very little scientific survey work or studied the different animal groups in any detail. They did not understand that some life cycles have different forms which are changed through metamorphosis.
91. Pupils are enthusiastic learners and well motivated by interesting and well planned work. They are keen to do investigations and use equipment well and sensibly. They work well in groups and share ideas and discoveries. Teaching is good overall and some is excellent. Pupils are managed well in practical activities and resources are accessible and organised by teachers. Most teachers have good subject knowledge and plan lessons well. There are high expectation of the youngest pupils in the school although staff knowledge at the top end of the school is affecting expectations for the more able pupils. Planning and progression for these pupils is unsatisfactory and few pupils have knowledge about the higher levels of science work.
92. The school is currently without a qualified science co-ordinator who has sufficient subject expertise to effectively lead and support staff and monitor standards. However there is experience and qualification among the staff. The curriculum is fully covered over a two year cycle and good quality academic records of pupils' achievement are kept. Standards have not been monitored and assessment not fully analysed to see how standards can be improved for the more able pupils at the top end of the school. This is because of the lack of good co-ordination of the subject.
93. The school is resourced adequately although more microscopes and precision tools are needed. The accommodation is unsatisfactory for science. The classroom for the youngest pupils is too

small for scientific investigation and the youngest junior are taught in the room which has to be cleared for lunch time, assemble and PE. This makes it difficult if experiments have to be left out. The resources and accommodation that the school has are used very well but staff expertise is not used well to support and develop the subject.

96. **OTHER SUBJECTS OR COURSES**

96. **Information technology**

94. Standards and progress meet expectation at Key Stage 1 but are below expectation at Key Stage 2. Around the school there were some good examples of pupils' work using different software to draw pictures and write articles.

95. The youngest pupils can use the mouse to move pictures around a screen and use the shift key to make capital letters on the screen. By the end of Key Stage 1 pupils can use a graphics program and draw self portraits. The pupils had been studying the work of Van Gogh's self portrait and this linked well with that topic. Pupils at Key Stage 1 also make good use of tape recorders and control the tape by moving it back and forth to listen to stories through headphones. This work is in line with expectation for Key Stage 1 and pupils are making sound progress.

96. The oldest pupils had designed and written newspaper articles and imported pictures into the text and set out the front page. This work was in line with expectation for desk top publishing skills and pupils make sound progress in developing communicating skills with IT. When interviewed pupils could recall using graphing programmes to enter data about themselves following some individual survey work. They had not used higher level data bases or spreadsheets or used a programmable language to solve problems. The school does not have equipment for logging data through sensors or for linking models and controlling them through a computer. Standards in these areas are below expectation by the end of Key Stage 2 and pupils make very little progress here.

97. Pupils are well behaved and responsive when using equipment such as computers and tape recorders. They work well together and are enthusiastic about work set for them. In the two lesson seen at Key Stage 1 teaching was good and very good. Most teachers are now confident when teaching word processing skills and subject knowledge here is good. Lessons are planned to make use of IT to link with other subject across the curriculum such as the typing of capital letters in an English lesson and the use of tape recorders to listen to the Christmas story. Subject knowledge is less secure with data handling, control and monitoring work. Teachers are beginning to assess pupils' capabilities and track their developing skills through pupil profiles. These are useful as indicators of what pupils know, understand and can do. However as yet there is no use of this information to plan individual learning targets for pupils to develop higher skills in using IT.

98. The school had a subject development plan and a qualified and experienced co-ordinator to manage the subject. The scheme of work closely follows the nationally agreed scheme and this helps teachers who are less confident. New equipment has been purchased and the school recognises the need for staff development in this area of the curriculum. The accommodation is unsatisfactory for IT. The classroom for the youngest pupils is too small for computers. The youngest juniors are taught in the room which has to be cleared for lunchtime, assemble and

PE. However teachers are making good use of resources and in most classes pupils have regular planned access to these including some laptops new to the school.

**101. Religious education**

99. The school links RE to the pupils' personal and social development (PSE) very effectively. The standards achieved in lessons in both key stages are above the expectations laid down in the locally agreed syllabus. This is an improvement since the last inspection when standards in some aspects were deemed to be satisfactory. Within the Christian faith, the pupils know many of the stories from the old and new testaments, for instance about John the Baptist and Noah. They learn about the main events in the life of Jesus, as well as the reasons for the major Christian festivals and beliefs. During the inspection, preparations were being made for the celebration of Christmas. There is no village church but a visit to one nearby, in which the school holds its carol concert, widens the pupils' understanding of Christian Worship. In both key stages the pupils gain a good knowledge of other faiths, including that of Sikhs in Key Stage 1 and Judaism and Hinduism in Key Stage 2. Visits to a Jewish synagogue and Hindu mosque during a trip to Bristol ensure that they make good progress in their understanding of these religions as well as that of Christianity.
100. Through discussion on moral issues the pupils are developing positive attitudes and values, which strongly support the very good ethos of the school. Their responses to the teachers' questions are often sensitive and reflective. For instance, in one good lesson in class 2, after discussing the life and times of Dr. Barnado, the pupils made a thoughtful list of what every child in the world has a right to expect. From earlier poetry work on display in class 3, it is obvious that pupils understand the meaning of Remembrance Day.
101. Overall, good teaching was seen in RE and PSE lessons. These are well prepared and teachers use questions effectively to probe the pupils' understanding. Assemblies are planned on a thematic approach and many interesting visitors are asked to contribute to these. One brings a hand puppet, "Wallis", which focuses attention on what he has to say and increases the pupils' enjoyment of the proceedings. They are very responsive to the ideas presented to them in RE and PSE lessons and Assemblies and listen carefully to what other people say. When asked, they make sensible suggestions and share their ideas with others. All pupils, including those with special educational needs, make good progress in their knowledge and understanding in the subject.
102. There is a new subject co-ordinator who is interested in religious education. Useful planning is already in place and the agreed syllabus ensures that the school maintains an appropriate coverage and standards throughout the school. The range of artefacts needs to be further widened in order to fully support the range of religions being studied. In the meanwhile, the co-ordinator makes good use of the local education authority's resource bank, with additional help from Exeter University.

105.

**Art**

103. Progress is good and the range and quality of work is good including 3 dimensional work. Around the school there many examples of art projects the pupils have been involved in. These were cultural sculptures in the playground and models made to illustrate the twelve days of Christmas. Pupils have many opportunities to build on skills and develop techniques using clay, modroc, paints, pastels and fabrics. The regular and consistent use of a sketch book throughout the school has a positive impact on raising standards and giving pupils opportunities to test out new ideas and techniques. There are good profiles of pupils' 2 dimensional work kept so that expectations of what pupils achieve is recorded but there are limitation in how pupils' 3 dimensional work can be displayed through lack of space.

104. The youngest pupils had done some observational drawing of Victorian artefacts using a pencil and had used water colours to draw a picture of Elmer the elephant. Older Key Stage 1 pupils had been blending colours to achieve a skin tone for their self portraits. These had also been illustrated using a programme and the finished product using IT had been compared to the effect of using paint. This work had links with the self portrait by Van Gogh. The youngest juniors had studied the portrait of Sir Henry Unton from the national gallery and completed some collage work depicting the creation story as told in different religions of the world.

105. Pupils enjoy art work and use the material and equipment sensibly. They concentrate well and show enthusiasm and excitement for their work. They work well together and share ideas and resources. One lesson was seen in Key Stage 2 and the teaching was very good. Pupils were painting a background scene to mount their very fine work of a Victorian gentleman.

106. The subject is well co-ordinated by a specialist teacher of art who has great enthusiasm for the subject and has done much to develop the large display work which was noted as a weakness in the last report. Staff are confident and well led by the enthusiasm of the co-ordinator. Resources are adequate but space in the school limits the work of the subject. For example the school have purchased a kiln but have no where suitable to site it other than the staff lavatories. The school makes good use of visiting artists and has had different focus for some specialist work such as the playground sculptures.

109. **Design and technology**

107. Progress is good and pupils develop and learn new skills as they move through the school. From an early age pupils use construction equipment to design and make models and this skill is used in the older classes for pupils to test out ideas about using mechanisms. They use recyclable materials and paint and decorate the completed model. By the end of Key Stage 1 pupils could make puppets with moveable parts and are encourage to mount and display their own work. By the end of Key Stage 2 pupils are able to plan models which will use electrical components and drive a motor, gearing it with pulleys. Younger pupils use annotated diagrams to explain their plans for their models. They evaluate their design and consider ways to improve on their first thoughts.

108. From photographic evidence supplied by the co-ordinator, it is clear that pupils have many opportunities to use different materials and work with different tools. Pupils in Year 1 had made wheeled vehicles and Year 2 pupils had made a dolls' house. Wooden frames made by a Year 4 group developed into an idea for a model of a Sarcophagus to link with work on Egyptian culture. Other evidence indicates that pupils' work with many materials including clay, food and fabric. There was some good examples of weaving and tie dyeing work done by the pupils in Key Stage 1.
109. Pupils have good attitudes, are sensible with tools and use most equipment safely. However they do not always have enough opportunities to select the correct tool and the access to resources is limited by poor accommodation to support teaching of this subject. Teaching is good and activities are well planned to link with other subjects such as art and science. Skills in using tools and selecting the right material are encouraged. Co-ordination of the subject is good. The teacher responsible keeps good on-going records as evidence of pupils' achievement. This is raises the expectation of what can be achieved by pupils across the school. Staff are confident and plan work well.
110. There is an adequate range of resources but these are stored in a shed in the school grounds because there is so little room inside the school. Accommodation for teaching is poor. The class for the youngest pupils is too small. The oldest pupils are taught in a mobile classroom and the younger juniors in a hall which has to be cleared several times a day for other activities. This makes the safe storage and access of resources difficult. One pupils was observed using scissors to punch a hole when the correct tool was available but not accessible because of the remoteness of where resources are stored in sheds outside the school building. Resources and staff skills including support staff are generally well used.

113. **Geography**

111. During the inspection, it was not possible to see any geography lessons. However, a scrutiny of planning, pupils' past work and photographic evidence, informed the judgement that progress in both key stages is at least satisfactory. This confirms the findings in the previous report. Most pupils are producing work at a level expected for their age and some in Key Stage 2 are achieving beyond this.
112. The pupils in Key Stage 1 study the locality, drawing plans of their houses and their classrooms. However, the busy main road running through the village makes it difficult for younger classes to venture much further than the school building and playground. The pupils look at maps of the United Kingdom and use globes and maps in a variety of scales to pinpoint places of interest and identify major geographical features.
113. In Key Stage 2 pupils follow the course of the nearby River Horner from its source to where it meets the sea. Their understanding of rivers is widened by a study of rivers in other lands, such as the Indus and the Nile, and the effect these have on particular landscape and settlement features. Nearer to home, the pupils visit Exeter, Bristol and Plymouth. Their learning is enriched by residential trips further afield, for example to London and York. They carry out work on the moors and the unique habitat that these present. In informal discussions, all pupils said how much they enjoyed these visits.
114. Geography is taught in blocks of time within a two-year rolling programme. The co-ordinator for this subject is a part-time teacher at the school with an interest in the subject. The present two-year rolling programme ensures that pupils build on and extend their knowledge and skills in the subject over the years. This programme has been reviewed recently in the light of the new national scheme of work and amendments will be carefully evaluated and monitored. In the past there have been appropriate links with some history topics, for instance those on Greece and Egypt. The school has sufficient resources to fulfil its programme, including maps, atlases, aerial photographs and weather recording equipment. There are good links with an adopted charity which supports an orphanage in Goa.

117. **History**

115. No lessons were observed in Key Stage 1 and only two in Key Stage 2. All pupils make good progress in this subject. From these, and the scrutiny of work on display and in pupils' folders, there is evidence that the quality of their knowledge and understanding is at least at the level expected for pupils of this age and sometimes above this. This confirms the judgement in the last inspection. There is evidence in the two-year rolling programme for each class that the planning covers a good range of topics, which are studied to a suitable depth for the age of the pupils involved.
116. In Key Stage 1, the pupils compare the past and present in different ways. Their studies include a comparison of how seaside holidays, and the contents of suitcases, have changed over the years since Victorian times. The pupils show a developing understanding of chronology, making timelines of their own lives from babyhood onwards and events in history since the 1930s. In one good lesson in class 2, pupils carried out an ambitious task, drawing on evidence in contemporary writing about, and portraits of, Queen Elizabeth I and using this as the basis

for informed, historical observations. At the end of Key Stage 2, pupils identify

different ways in which Victorian times are represented in a wide range of books and information sheets. They are beginning to make a selection from these in support of their work on particular aspects. However, although pupils have appropriate reference skills, their writing has not developed to the same extent.

117. Overall, the teaching in this subject is very good. Teachers have secure subject knowledge and present pupils with challenging activities. They use different strategies, for instance the use of videos, to keep pupils well motivated. Their very good questioning skills elicit thoughtful answers. Work is well planned and strong links are made to many other subjects, particularly art, drama, music, literacy and information technology. There are interesting displays which stimulate interest in historical subjects and these include a wide range of pictures, books and artefacts. Visits to places of historical interest much enrich teaching and learning in this subject. These cover places in the locality, such as Knightshayes Court and Buckland Abbey, and there are residential journeys to places further away, including York and London.
118. The enthusiastic co-ordinator has put together a box of useful resources for each topic. The school's resources are good and augmented still further by the School Museum Service. Aspects of the new national scheme of work for history are now being introduced and work based on this will be evaluated and monitored.
121. **Music**
119. Music is a strength of the school. All pupils in both key stages make very good progress in many aspects of this subject and, as at the last inspection, many produce work of a well above average quality.
120. All classes were observed being taught by a very expert teacher, who is a member of the County Music Service. Starting in reception, children build upon their musical knowledge and understanding as they move through the school. In the early years they explore making sounds in a variety of ways, learning to sustain a steady beat through clapping and singing to taped music. They are becoming musically literate, know how rhythm can be translated into a series of quavers, semi-quavers and rests and that symbols can be used to communicate the use of different instruments. They build on this experience further in Key Stage 1, playing tuned instruments with confidence and an awareness of pulse. They follow simple notation successfully. At the beginning of Key Stage 2 the pupils' knowledge of different instruments, including those from an earlier age, is extended through listening to different types of music. In the instance observed, this was the accompaniment to a dance called a pavan, linked to their topic work on the Tudors. They learn about different cultural traditions. For example, they play and sing to a calypso rhythm and learn different African drum patterns. By the end of Key Stage 2, the pupils construct their own graphic scores showing the instruments to be played and at which level of loudness or softness. They perform these confidently to the rest of the class. They follow a published score, such as that of the "Dawn Interlude" from "Peter Grimes", and identify the various instruments being played. Most pupils come in at the right time when playing a tune on a set of handchimes.



121. There is very good, and on occasion excellent, teaching of this subject. The specialist, part-time, co-ordinator covers lessons in all classes on the morning she is in school. She comes very well prepared, with detailed lesson planning and appropriate resources. Lessons are tailored to meet the needs of the school. These include good links with topic work being covered, as well as music in support of seasonal events and performances. A suitably wide awareness of the music of other cultures is introduced. Letters received by the school from friends and parents show that productions are quite spectacular and much enjoyed by the audience. The music teacher has very high expectations of the pupils and, whilst these are challenging, they are not unrealistic. The pupils' ability in different aspects of the subject is carefully assessed on a regular basis and their progress monitored. A popular recorder club, with a membership from both key stages, is run by a classteacher. This gives the pupils the useful experience of learning an instrument which they can practise at home.
122. Pupils behave very well during music lessons and handle instruments carefully and sensibly. Most resist playing these at inappropriate times. They listen to the work of others carefully. At times all pupils, including any with behavioural problems, are highly motivated and completely absorbed in the work. They concentrate on making the right gestures during a hand-jive, following a score and playing their handchime at the correct time. They much enjoy their music lessons and there are many "hurrahs" when a well-known activity or song is suggested.
123. All pupils, including those with special educational needs, make very good progress in both key stages and build on and extend their knowledge and understanding in all areas of the music curriculum, including performing, composing, listening and appraising. They improve their performance during lessons in the light of the teacher's suggestions and, over time, through the practice and rehearsal of vocal and instrumental pieces of music.
124. Music lessons take place in an area adjoining, and usually part of, a classroom. The only sound barrier is a wooden screen. This lack of space results in the adjoining class being distracted by the noise and working in more cramped circumstances than usual. There is no small room for individual instrumental work to take place and this has a detrimental effect upon teaching and learning in the school both in music and other subjects. The school has a good range of instruments, including four steel pans which give an authentic Caribbean effect to appropriate pieces of music.
127. **Physical education**
125. The pupils in both key stages and of all abilities make good progress in all aspects of PE. By the time they leave the school, the standard attained by the majority is at the level expected for pupils of this age and a significant minority achieves beyond this. This confirms the satisfactory standards seen in the last inspection.
126. Lessons were observed in both key stages. Pupils in Key Stage 1 build on their skills in performing the basic actions of travelling using their hands and feet. They explore different ways in which they can carry out various tasks, showing good control and co-ordination. They use clever ways, first on the floor and then on benches and mats, to turn and roll their bodies. At the beginning of Key Stage 2, the pupils develop a variety of ways of sending a ball and elements of games' play such as passing and intercepting. Working in small teams they learn the rules of simple competitive games. In lessons at the end of this key stage, boys and girls

take part in tag rugby activities with great enthusiasm, improving their skills in chasing and dodging. Some show great agility in these techniques. A good dance lesson was seen in the reception class and the school recognises that this element of the curriculum needs to be developed still further. An energetic aerobics session before the start of school every morning, attended by all children, staff, parents and younger siblings, makes for a healthy and highly sociable start to the school day.

127. The vast majority of pupils take part in all PE activities with great enjoyment. They change into appropriate clothing and put out small apparatus safely with care for others. The pupils are eager to find ways of completing tasks successfully. Where appropriate, they work well together in pairs or teams.
128. Teaching in this subject is always at least good and sometimes very good. Teachers plan their lessons well. They have firm class control, change into appropriate clothing and have an enthusiastic approach to each activity. They understand the importance of warming up and recovering from exercise and, when appropriate, always emphasise safe practice. All teachers make good use of praise to inspire confidence and give effective on-going support which leads to better attainment.
129. The school, through physical education, games and dance, offers a good range of activities. In rotation, all classes are taken on a termly basis to the local town pool for swimming practice. Games played include football, netball, short tennis and hockey. The pupils play competitive games against teams from local schools and have been particularly successful in winning cups and shields showing their prowess in tag rugby. A Sports Day in which all pupils take part is held in the summer term. The very good range of extra-curricular activities includes a football club, which is run by a parent, and lunchtime tennis and netball clubs.
130. The school has recently acquired a new playground, which it shares with the local community. Its use has been maximised by painting many different courts on its surface. However, due to accommodation problems outside the control of the school, PE activities are restricted by lack of hall space. This is particularly the case in wet weather. There is no separate hall and a classroom has to be cleared to make sufficient room for a lesson in which benches and mats are used. This leads to an inefficient use of teaching and non-teaching time spent in putting out and stowing away furniture and apparatus. Notwithstanding these difficulties, teachers have found many ingenious ways of maximising the use of the inadequate accommodation.

### 133. PART C: INSPECTION DATA

#### 133. SUMMARY OF INSPECTION EVIDENCE

The team consisted of 3 inspectors, including a lay inspector, who spent a total of 10 inspector days in school. The inspection team:

- spent 33 hours observing 41 lessons, hearing children read and reviewing their work.;
- attended a sample of registration sessions,
- attended assemblies and a range of extra-curricular activities;
- had lunch with the pupils on some days;
- 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 the available written work of a representative sample of three pupils from each year group and heard three pupils read from each year group;
- held informal discussions with 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 and self audit;
  - subject policies and planning;
  - pupils' reports and records, including special educational needs records;
  - the schools' previous inspection report and governors' action plan
- held a meeting attended by 15 parents and considered 37 responses from parents to a questionnaire asking about their views of the school. A number of additional letters were considered before and during the inspection.



· **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
· <b>YR – Y6</b>	100	1	19	4

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	2.4
Number of pupils per qualified teacher:	22.73

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

Total number of education support staff:	1
Total aggregate hours worked each week:	26.2

Average class size:

25
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· **Financial data**

Financial year:	1998/9
	£
Total Income	191268
Total Expenditure	208765
Expenditure per pupil	2108.74
Balance brought forward from previous year	25375
Balance carried forward to next year	7878

## PARENTAL SURVEY

Number of questionnaires sent out: 74  
 Number of questionnaires returned: 37

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	54	43	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	41	0	0	0
The school handles complaints from parents well	14	65	14	0	0
The school gives me a clear understanding of what is taught	38	51	8	3	0
The school keeps me well informed about my child(ren)'s progress	38	57	3	3	0
The school enables my child(ren) to achieve a good standard of work	59	38	3	0	0
The school encourages children to get involved in more than just their daily lessons	57	35	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	54	3	8	0
The school's values and attitudes have a positive effect on my child(ren)	68	22	8	0	0
The school achieves high standards of good behaviour	68	27	5	0	0
My child(ren) like(s) school	54	41	5	0	0